

PERSONAL



Ted Wragg

Whatever happened to the obsession with social class that dominated educational thinking in the 1960s? I remember being quite stunned by Jackson and Marsden's study of working class boys in grammar schools which I read when I first began teaching in the 1960s. It was not regarded as an especially sound sociology text, but it was a good read and had a persuasive credibility.

Then there were all those long-term studies of cohorts of pupils which showed that those from working class backgrounds were likely to be overtaken in the educational stakes by children of lesser ability from a middle class home. Furthermore there were said to be whole parts of the country where a larger than usual working class population meant geographical unevenness in the take-up of places in further and higher education. It was the stuff that fuelled comprehensive reorganization.

Perhaps the concept of social disadvantage has simply penetrated the nation's subconscious and no longer needs to be articulated with the same fervour. Despite reorganization, however, many of the problems identified in the 1960s are still present, but other concerns have won public attention.

The crude stereotyping of the issue, with the suggestion that middle class parents were driving, ambitious, supportive, and working class parents feckless, myopic, uninterested, was not helpful because everyone knew too many exceptions, and indeed the evidence available from research studies was never that clear cut.

Nevertheless social origin, the manners, aspirations, privilege or lack of it that surround children born into different social groups, all affect education progress and access to resources. The issue is at least as pressing as it was 20 years ago, and possibly more so as the opportunities for permanent work diminish, and life as a proletarian becomes ever more bleak.

One major reason for the difficulties experienced by Sir Monty Python as Secretary of State for Education is the vast social distance between him and many of the children in the schools for which he is, for want of a better word, responsible. Ten days ago when his sixtieth birthday was announced I tried to picture this patrician, pension book in hand, standing in the queue with some of the toothless old gaffers at the post office on the working-class estate where my parents live, waiting for his weekly handout. It was a ludicrous mental image.

Equally risible was the press story about youthful Old Etonian Oliver Letwin, his political assistant. When asked how he had obtained this powerful job which involves, among other duties, devising a voucher scheme which will probably shift money from maintained schools into the private sector, young Olly proclaimed, with engaging frankness, that it was nepotism. Sir Monty was a long-standing buddy of his parents and they had asked him to find their Olly a job.

This was perhaps one of the more unusual YOP schemes, but every body off the unemployment register helps. If only I had known Sir Monty wanted assistance with this delicate and controversial political scheme I could have put him on to my unemployed childhood chum Eddie, who has the further useful qualification in the voucher scheme context of having done 14 years for armed robbery.

There are now thousands of teachers in schools who are themselves of working class origin. They have, in many cases, brought to their schools a better understanding of the obstacles facing children from humble homes. Not that having been a member of the working class automatically ensures sympathy for the group. Indeed freed slaves in Rome were not noted for their kindness to their own servants, and Swinburne's Councillor Bentley, himself a poor man before making a million from the manufacture of school canes, believes the working class should be kept permanently under the lash.

Though more working class pupils have obtained higher education since the expansion of polytechnics, the percentage attending universities has remained depressingly constant for many years. There are thousands of children sitting in school at the very moment, perfectly capable of intellectually of entering important professions, who will quit school at the earliest opportunity.

It is a delicate matter, and it is handled by our best teachers through sensitive personal counselling and support when it is needed often in the face of frustration. I suspect we still have not identified fully the social factors which inhibit educational progress. Most working class parents are very supportive of their children but still barely understand how education works when they enjoy so little of it themselves. Hence the value of good parents' evenings.

We must be careful not to be too romantic about the working class, however. Marty Feldman once wrote a brilliant sketch about a working class archbishop, and even universities now have their share of ex-proles. I once received a letter from a man saying I was part of a conspiracy of former working class academics to foist worthless working class values on higher education. It was so started at the sheer madness of this accusation I spilled a bottle of Newcastle Brown into my packet of chips all over my wife's pets.

Discussions on the possibility of running pilot schemes have been taking place since last autumn, between Tory council leaders and Mr Stuart Sexton, Dr Rhodes Boyson's adviser. But it was stressed this week that they were tentative and not committed to the councils.

The scheme would fall into two parts dealing separately with independent and maintained schools. A parent whose child got a place at an independent school which had agreed to take part in the scheme would automatically be entitled to a voucher worth the average cost of a state school place (about £800 in primary, £1,000 in secondary and £1,200 for a sixth form place), which the school would then accept in part payment of fees.

Parents who decide to stay in the state sector would also be given a voucher to take to the school of their choice, but this would simply be their existing rights under the 1980 Education Act.

Important details of the scheme have yet to be settled, such as whether the voucher for independent schools should be means-tested (possibly through the tax system). If the scheme is approved by the Cabinet, it is then likely to find its way into the Manifesto.

Tory nod to vouchers

by Biddy Passmore

Leaders of at least half a dozen Tory-controlled education authorities have indicated privately to the Government that they would be prepared to try a voucher experiment. But they have made it plain that their final agreement would depend on the details of the Government's scheme - and on the amount of money they would receive to compensate them for any extra expense.

The authorities are Birmingham, Solihull, Wirral, East Sussex, West Sussex and Hampshire. The Education Ministers' voucher scheme is said to have been informally approved by the Prime Minister. It was due to go to a Cabinet Committee on Wednesday.

Discussions on the possibility of running pilot schemes have been taking place since last autumn, between Tory council leaders and Mr Stuart Sexton, Dr Rhodes Boyson's adviser. But it was stressed this week that they were tentative and not committed to the councils.

The scheme would fall into two parts dealing separately with independent and maintained schools. A parent whose child got a place at an independent school which had agreed to take part in the scheme would automatically be entitled to a voucher worth the average cost of a state school place (about £800 in primary, £1,000 in secondary and £1,200 for a sixth form place), which the school would then accept in part payment of fees.

Parents who decide to stay in the state sector would also be given a voucher to take to the school of their choice, but this would simply be their existing rights under the 1980 Education Act.

Important details of the scheme have yet to be settled, such as whether the voucher for independent schools should be means-tested (possibly through the tax system). If the scheme is approved by the Cabinet, it is then likely to find its way into the Manifesto.



First steps: young Ross Hallard has climbed all 14 peaks over 3,000 feet in North Wales before reaching his fifth birthday. A pupil of Ysgol Elfed, Abergele, Ross got an early start to mountain climbing from his parents who carried him on their hill walks. After a few easy strolls on his own two feet, Ross climbed his first 3,000-foot peak, Y Garn, in March last year. Now kitted out in proper gear, Ross goes to Snowdonia with his family most Sundays.

Educational Supplement

FRIDAY FEBRUARY 4 1983 NUMBER 3475

FIRST PUBLISHED 1910 PRICE 45p

Coventry announces plans to save jobs through far-reaching changes in teachers' shifts and pupils' hours

School day set for a radical shake-up

by Nick Wood

Up to 1,500 teachers in Coventry could soon be working a combination of morning, afternoon and evening shifts under the radical new plan that is set to transform secondary schooling in the city.

The plan will mean far-reaching changes in the time children spend at school. One idea under active consideration is to split the day in two, with younger pupils working from half past eight in the morning to half past one, and older pupils working from noon to six in the evening.

Detailed talks between education officials and local union leaders are due to start soon. Both sides admit that the traditional school day, from nine in the morning to four in the afternoon, will soon be just a memory for many teachers.

Instead, teachers will be expected to mix lessons - in the morning or afternoon - with evening community work such as supervising people using school sports facilities, running youth clubs and taking adult education classes.

Firm proposals have yet to emerge but this week Mr Harry Mellon, branch secretary of the National Union of Teachers and a member of the authority's professional planning committee, said that teachers would increasingly be going over to shiftwork.

Some might do four days a week, starting at one in the afternoon and going through to half past nine at night - others might do two traditional days and six-hour shifts on the other three days of the week.

Already around 30 teachers in Coventry's six community colleges do some evening work under 'individual contracts'. In return, they get time off in lieu.

Faced with the familiar pressures of falling rolls, rising youth unemployment, higher staying-on rates at schools and a greater demand for adult education and community access to school premises, the authority has decided to turn all 21 of its secondary schools into community colleges. These are open 49 weeks of the year and between 12 and 16 hours a day.

Mr Mellon said he was determined to get the best possible deal for his members. Provided arrangements could be arrived at voluntarily, he did not think there would be any difficulties.

He thought that many teachers, especially younger ones with "bleak" promotion prospects, would welcome the opportunities the changeover would bring.

"Coventry seems to be pointing the way forward just as it did 30 years ago with comprehensives. Those who embrace it may find themselves greatly in demand when other authorities follow suit," he said.

He also pointed out that pupil numbers in secondary schools were set to fall from 28,000 to 18,500 by the end of the decade. Unless schools could "drum up more trade" - perhaps from the Manpower Services Commission and perhaps from adult education - substantial job losses seemed inevitable.

"This could be a moderately persuasive case for a teacher stuck on scale one. . . I know it sounds like blackmail, but a job teaching adults might be better than no job at all. I am not frightened of this change. . . I see benefits for both sides," he added.

Mr Robert Aitken, Coventry's director of education, confirmed that talks with the unions would begin in about three months. "We shall want to start from existing agreements. I hope we can continue to work on a voluntary basis. That is much more preferable."

He added that he had been disappointed with the amount of community work done by teachers at the existing colleges. With the expansion, which would mean extra jobs, he hoped more teachers would seize the opportunities for personal and career development.

Coventry's unique plan effectively to raise the school leaving age to 18 and to open schools up to a variety of additional uses was first reported in *The TES* of July 9. This month its consultative document, "Comprehensive education for life", which sets out the ground rules for the changeover, is being circulated widely throughout the city.

How did we ever manage before compulsory seat belts?



Gillies Mackinnon

Sir Wilfred casts his net wide

All 40 full-time posts at the newly-created Examinations Council will be advertised within the next few weeks. At the same time, the DES will announce the names of the 15 people who will make up the council which will be chaired by Sir Wilfred Cockcroft (right), who is already beavering away from a desk in Elizabeth House.

The news that the posts will be filled by open competition is unlikely to cheer staff at the Schools Council, now entering the final phase of its life. I understand that Sir Wilfred is prepared to cast his net wide in order to find people of the right calibre. Those who fancy a change of scene - and are prepared to run the risk of a future Government changing the ground rules again - might be encouraged by Sir Wilfred's plans to fill some of the 12 top jobs with people on secondment of a couple of years or more.

Not that he is turning his back on the council's staff. I'm told he believes, he needs a 'few people' who have some experience of waltzing their way through the arcane world of regression variables, criterion-referencing and normal distributions.

The prize post will be that of Sir Wilfred's full-time deputy. It could turn out to be quite fun. The former head of the New University of Ulster is a most affable chap, and with his experience of life across the water, has a lively line in anecdotes about Paisley, Hume, Mason et al.

Meanwhile, the Schools Council itself has been given a new job to do. The Department of Education has enlisted its help in finding a home for the new Examinations Council.

"It's rather like a man asking his wife to find a flat for his mistress," commented one insider when the DES request came through.

It is understood that the DES sought help after the Government's own Property Services Agency made it clear that the job was too small for it to handle.

So, the Schools Council got on with the job and expects to have a lease on new premises by April. For the time being - since it is still far from being wound up - it will share the offices with the Examinations Council.

The new address will be Newcombe House in Notting Hill Gate, London W8 - the same place which the Schools Council found for itself 18 months ago, only to have the move vetoed by the DES because its future was so uncertain.



courses attended by some 500 pupils from ILEA primary and secondary schools, the Centre for Young Musicians which operates every Saturday at Pimlico School, and the many other groups, bands and orchestras which flourish in the inner London soil. It is also a product of all the teaching that goes on in the schools.

ILEA's music department seems to have resolved the debate that raged earlier about whether resources should be concentrated on the talented, or spread around everyone, by doing both.

Music, for all that, has especially flourished through the Tower Hamlets scheme, where 900 primary school pupils learn string instruments a class at a time, as part of ordinary lessons. The scheme began in 1976 and it is now clear that a high proportion of children in the area, where little instrumental teaching went on before, choose to carry on playing after a year or two of obligatory lessons.

Now some of the parents are looking for secondary schools where this interest can be maintained, and a parents' orchestra has even been started at the local Adult Education Institute. The next move is likely to be to spread the saturation scheme to the girls' divisions, perhaps by brass or woodwind - instead of strings.

Much of this talent has, of course, been nurtured in the holiday music camps attended by some 500 pupils from ILEA primary and secondary schools, the Centre for Young Musicians which operates every Saturday at Pimlico School, and the many other groups, bands and orchestras which flourish in the inner London soil. It is also a product of all the teaching that goes on in the schools.

ILEA's music department seems to have resolved the debate that raged earlier about whether resources should be concentrated on the talented, or spread around everyone, by doing both.

Music, for all that, has especially flourished through the Tower Hamlets scheme, where 900 primary school pupils learn string instruments a class at a time, as part of ordinary lessons. The scheme began in 1976 and it is now clear that a high proportion of children in the area, where little instrumental teaching went on before, choose to carry on playing after a year or two of obligatory lessons.

Now some of the parents are looking for secondary schools where this interest can be maintained, and a parents' orchestra has even been started at the local Adult Education Institute. The next move is likely to be to spread the saturation scheme to the girls' divisions, perhaps by brass or woodwind - instead of strings.

Much of this talent has, of course, been nurtured in the holiday music camps attended by some 500 pupils from ILEA primary and secondary schools, the Centre for Young Musicians which operates every Saturday at Pimlico School, and the many other groups, bands and orchestras which flourish in the inner London soil. It is also a product of all the teaching that goes on in the schools.

Price's inflation

"We have made effectiveness a top priority. Thus our British Lib report was immediately followed by a government decision to hold our higher education report. Let the establishment of a Higher Education Advisory Board in the public sector, our 'Proms' report restored the balance to the Albert Hall and the British subscription to that great institution."

So says the chairman of the Education, Science and Arts Committee, in his report for the House of Commons Liaison Committee to the Select Committee System.

In spite of the general optimism for Mr Christopher Price's performance as chairman of the Education, Science and Arts Committee, his chosen assurance of effectiveness does seem bound to raise a few eyebrows.

Even accepting that it was the TIES which coined the phrase "Proms" after the musician, rather than Mr William Waldorf Astor, it is a little surprising to discover that wasn't he who dreamed up the phrase that we'll believe the British Lib when we see it?

Almost all the children in a recent survey, 98.3 per cent, did not know that Sir Keith Joseph was Education Minister.

One school in Kent failed to answer despite canvassing the entire staff and ringing the local education officers.

The *In the News* team - a BBC school radio programme for 9 to 12-year-olds - analysed a representative sample of 2,800 replies to a survey in a recent broadcast.

The survey asked: What is the name of the Prime Minister? Which party does he or she belong to? Which party does EEC stand for? Which party does Roy Jenkins belong to? Ninety-four per cent of the children knew Mrs Thatcher's name, although only 38 per cent knew which political party she belonged to (which was just as well, perhaps, as some thought Mr Thatcher was leader of the Opposition party).

And even the new Russian leader was known to 33 per cent - although he was unkindly called Mr An drop off.

But when it came to naming Sir Keith, the response was an all-time low with only 1.7 per cent - being in the know.

Sir Keith Joseph - who?

by a correspondent

Almost all the children in a recent survey, 98.3 per cent, did not know that Sir Keith Joseph was Education Minister.

One school in Kent failed to answer despite canvassing the entire staff and ringing the local education officers.

The *In the News* team - a BBC school radio programme for 9 to 12-year-olds - analysed a representative sample of 2,800 replies to a survey in a recent broadcast.

The survey asked: What is the name of the Prime Minister? Which party does he or she belong to? Which party does EEC stand for? Which party does Roy Jenkins belong to? Ninety-four per cent of the children knew Mrs Thatcher's name, although only 38 per cent knew which political party she belonged to (which was just as well, perhaps, as some thought Mr Thatcher was leader of the Opposition party).

And even the new Russian leader was known to 33 per cent - although he was unkindly called Mr An drop off.

But when it came to naming Sir Keith, the response was an all-time low with only 1.7 per cent - being in the know.

Row as reports go 'open'

by Sarah Bayliss

The publication of hitherto-confidential HMI reports began in earnest this week but was marked by a complaint over the lack of warning given to schools.

In a letter to Sir James Hamilton, Permanent Secretary at the Department of Education, Mr Michael Harrison, chief education officer for Sheffield, claimed it was "unfair to say the least" to publish reports on schools where inspections were performed months before the rule on confidentiality was changed.

The DES confirmed that school inspections carried out up to a year ago would be reported publicly from now on.

All the schools concerned - probably over 200 - had been contacted by the HMI since the announcement last November.

Mr Peter Horton, chairman of Sheffield's education committee said, "We are in favour of HMI reports going public but we are concerned about those schools which were inspected on the understanding that HMI's findings would be treated in confidence." However he was not unhappy about the HMI report on foreign language assistants in Sheffield.

The three other reports published this week over Dulwich College Preparatory, a mixed independent school in Kent; Grove House First School, an infants school in Bradford; and St Margaret Clitherow Roman Catholic Secondary Modern, a small girls school in Bradford. None was controversial.

The luck of Jonah

Squash champion Jonah Barrington was involved in a real curtain raiser when he opened two new courts at the National Union of Teachers' prestigious conference centre at Stoke Rochford.

The distinguished guests were assembled at the opening ceremony last Wednesday. Barrington pulled a cord to unveil a plaque commemorating the event - and the curtain fell - down. Collapse of NUT officials.

However, this minor hiccup did nothing to put back the opening of the courts - which are available both for the local community and visitors to the Lincolnshire conference centre.

Jonah Barrington is the latest of a number of celebrities to be attracted to Stoke Rochford. Recent events at the NUT centre - which can be hired by outside groups - include a cabaret evening with comedian Bernard Manning and a snooker display by Alex "Hurricane" Higgins.

NEXT WEEK

■ Atomic adolescence: how well have schools prepared the young for the nuclear debate? A look at the effects on teenagers of TV coverage.

■ Green and peaceful: the £4,000-a-year vegetarian school local authorities use as a haven for school casualties.

■ Books: John Wain surveys the major poetry magazines, Frank Cofield reviews D J West's latest book on delinquency, D A N Jones discusses the literary effects of the "decensorship" of the 1960s.

■ Extra: Modern Languages.

Beloff is right - and so is Jenkins

It is an unusual - and unnerving - experience to open *The Times* on a Monday morning and find oneself agreeing with an article by Lord Beloff; and then to turn to the opposite page to read with approval a letter from the egregious Mr Clive Jenkins. On further reflection, perhaps, the sudden revelation of a more reasonable side to Lord Beloff's mercurial intelligence is less difficult to explain than might be supposed: the case against what the Government did to overseas student fees is so plain, and the case in favour of the sensible policies put forward some months ago by the Overseas Students Trust is so strong, that Lord Beloff can afford to take an enlightened view without making any substantial inroad into his well-deserved reputation for quirky and querulous reaction.

The OST report, readers of *The TES* (June 11, 1982) will recall, called for a policy on overseas student aid linked to British aid and trade policies to replace the crude negativism of the undifferentiated full-cost fee tariffs imposed on universities and polytechnics by the Department of Education and Science. There is, yet, no sign that Mrs Thatcher is interested in picking this up and, as Lord Beloff rightly emphasized, this belongs to a class of policy questions which transcend the interests of any single department and therefore calls for

coordination from the top.

What happened over overseas students' fees was a failure of corporate management. The DES felt free to cut £100m from public support for the universities at a stroke, taking into account only the narrow "educational" implications. The Foreign and Commonwealth Office, the Overseas Development Administration and the Department of Trade all had, or should have had, policy interests at stake, but in the event the cut was made as part of a bilateral deal between the Treasury and the DES without the necessary work being done inside the Government to establish the basis for any more comprehensive consideration of the complex questions which were raised.

The official answer, of course, is that it is all very difficult and when cuts are demanded quickly there is not time for the refinements of inter-departmental policy-making. But it is not simply a question of emergencies. This week there are reports that, although the DES and the CSE boards have removed the ban on Easter leavers returning to school to sit summer exams (a ban which should never have existed), those early leavers who take advantage of this sensible ruling may lose their entitlement to Supplementary Benefit for some four months or so. Here again, it seems, the left hand doesn't know what the right hand is doing and the system is

too inflexible to reach sensible conclusions without public acrimony and personal inconvenience.

Mr Jenkins's letter, also in Monday's *Times*, was a more wide-ranging blast against the undermining of the public nature of the public education system. He wrote on behalf of the Education Alliance, the public education lobby, *à propos* the latest deplorable figures for spending on school books, and the increasing tendency to rely on parental contributions to pay for essentials. The Government has done its best to withdraw the Think Tank's notorious paper on the privatization of health and education from public discussion, but the fact remains that by his actions and his inclinations, Sir Keith Joseph manages to keep the pot stirring. Vouchers, if they ever make the manifesto, even in the form of a commitment to an experiment, will provide the Education Alliance with still more evidence of the way the wind blows.

It is an open secret that Ministers would like to legislate to get round the legal prohibition on charging for education which has prevented some I.e.s.s. from introducing fees for instrumental music tuition. A case can be put up for saying that the present state of the law is ambiguous and unsatisfactory and that a distinction can be made between normal class instruction and the individual tuition required for some forms of music

teaching. But it must be right to resist this with all the force that can be mustered. Given the evidence of the Government's instinctive desire to erode the principle of free, publicly-provided, education, it would be stupid and irresponsible to cooperate in any way in loosening the legal ban on fees. Quite the reverse - the I.e.s.s.' obligation to provide a rich and generous curriculum should be strengthened and not weakened, and there should be more, not fewer, safeguards against imposing indirect charges on parents by levying what could amount to obligatory "voluntary" contributions.

Instead of writing to the Surrey Education Committee chairman, urging him to look for ingenious ways round the present law in order to make parents pay directly for music teaching (page 5), Sir Keith should be standing out fearlessly for the right of children to learn a musical instrument, if so disposed, as part of their educational and cultural birthright. More than this - if all educational discourse must now be conducted in the narrow, phillistine terms with which Mr David Young is wooing the local authorities, skill on a musical instrument may even be vocational and marketable in a leisure age.

To give local authorities more scope for levying fees would be bad in principle, and in practice it would be the thin end of a disastrous wedge.

COMMENT

No surprises on spending

The public expenditure White Paper brought no surprises (page 6). The education service is still expected to contract, painfully, in the forward projections, and there remain the usual uncertainties about the effect of cash limits on estimates which depend on making a stab at forecasting inflation.

This year it looks as if local authorities are going to benefit because inflation has come down faster than they expected and, for once, cash accounting methods favour them. Even so, a great deal will depend on what happens to teachers' and other salaries - anything above the target of 3½ per cent will bring the usual threats of more severe cuts elsewhere, or the loss of more jobs.

The credibility of the exercise is somewhat undermined by the knowledge that local spending has not, so far, been held down to the Government's predetermined limits and probably won't be in an election year either. If it had been, the local authorities would be facing cuts of another £900m, of which around half would probably have fallen on education. "Overspending" (as the Government sees it) of this order has been condoned, but this may mean no more than that more time is being allowed to bring the global figures down. The Government still intends, it seems, to press local authorities to cut spending on school meals - one item in the education budget which has consistently failed to come down to the level allowed for in the projections.

As for teacher employment, this still remains a bit more buoyant



Software: hard choices

The side-effects of the Department of Industry's proper determination to boost the British microcomputer industry by getting machines into every school are only just beginning to be felt. One or two computers in a big secondary school can be absorbed without too much thought - what with computer studies, a bit of maths, and a hobby club, the machines will be in demand for 25 hours a day.

But as the micros proliferate, and become a regular feature of every school in the country, they will face teachers with tough professional decisions. Because the machines are so versatile, and have such a magnetic attraction for young people, their benefits or otherwise will depend on how schools choose to use them.

Even in a small primary school

than the Government would like - that is, a bit less bad than the schools might have feared. The trend remains downwards, but pupil-teacher ratios are more likely marginally to improve than deteriorate.

and with the software industry in its infancy, there is a large range of choices. Should schools go for data-base packages and simulations for topic work? Should they get the add-ons for word processing, to encourage children's writing?

Should they try to put the computers at the disposal of children *à la* Seymour Papert, using the LOGO packages that are just coming on to the market? Are the benefits of the basic "skills and drills" programs so great that they are the best way of using valuable computer time and resources?

In secondary schools, where the possibilities and demands are much more varied and complex, the decisions will be harder still. And the potential of computer assisted learning in further education and training is only just beginning to be glimpsed.

With publishers' and software companies poised to jump onto whatever educational bandwagon seems most lucrative, the decisions teachers make could shape what software is readily available. So there is an urgent need for regular, informed reviewing of the best software that is being produced, to guide both teachers and producers.

This week *The TES* is starting a regular software reviews, which will appear on the first Friday of every month. The first page (32 and 33) of the review is on the software *Logo* by Ivan Gibson's review of *We Shall Rise Again* by Nora Connolly in the following correction: p. 37 second column, first paragraph, line 4, for "Remind me of" read "Remind me of".

From I.E.S. Multi Ethnic Education Review Winter/Spring 1982

As far as they go...

The long-awaited regulations on special educational need, which provide guidelines for the operation of the Education Act 1981 when it comes into force in April (page 8), will be welcomed, as far as they go. They do not go far - any more than the Act did - towards guidance about meeting the needs over the age of 16. And yet this was one of the most important areas for action according to the Warnock Report and, as the Further Education Unit report (page 5) so comprehensively demonstrates, provision for this age group is uneven, full of gaps as well as breakthroughs, and dependent on geography rather than need.

Gordon Cunningham of the ACC insisted on this page last week that the provision of a firm legal base for further education was now one of the most urgent priorities for attention. This is particularly so where, handicapped young people are concerned, since they not only need further education most but are least likely to get it without statutory rights.

Meanwhile, in the long gap between the Warnock Report and the implementation of the Act, attitudes have already moved on. The concept of special educational need was dreamed up to do away with the old labels: 'E.M.' as Mary Warnock has reported with disillusion in her back page column, some children are now being labelled SEN.

Second opinion Bite the bullet now on pay and conditions

Fixing a date for the Burnham Mittee to meet has been held off for weeks because of the wrangle about possible pay and conditions. Even to combine Burnham and the CLEA/schoolteachers' mittee (or CLEA/s), with conditions, in the same sense is enough to raise the National Union of Teachers

In fact, such is the union on this subject that Mr Archer, the leader of the Burnham Council, the director of education to conduct an inquiry.

The Reverend Roger Gilbert took over as head of St. John's school last September. At Christmas, three of the nine staff left because of disagreement with the new head's innovations, according to Mr Archer.

"He thinks he can change it all of a sudden into a very strict religious school by marching the children off to church," Mr Archer said.

Mr Robert Yardley, chairman of the parent-teachers' association, said the parents were concerned at the frequency with which pupils were being taken to St. James's Church, half a mile away for Anglican festivals.

"They are also worried that communion is going to be made compulsory," Mr Archer said.

L.e.a. to investigate Church school. Bert Lodge reports Clergyman head disbands PTA over religion row

A Midlands education authority is to look into the affairs of a Church of England junior school in Wednesbury. The clergyman head has suspended the parent-teachers' association after parents complained he was injecting too much religion into the school day.

Mr William Archer, a Conservative member of Sandwell council for Wednesbury North, where the school is situated, said he had asked the director of education to conduct an inquiry.

The Reverend Roger Gilbert took over as head of St. John's school last September. At Christmas, three of the nine staff left because of disagreement with the new head's innovations, according to Mr Archer.

"He thinks he can change it all of a sudden into a very strict religious school by marching the children off to church," Mr Archer said.

Mr Robert Yardley, chairman of the parent-teachers' association, said the parents were concerned at the frequency with which pupils were being taken to St. James's Church, half a mile away for Anglican festivals.

"They are also worried that communion is going to be made compulsory," Mr Archer said.

Careers in jeopardy

by Richard Garner

Children sitting examinations throughout nine local education authorities in the north of England could have their career prospects jeopardized by the long-running dispute between Britain's two biggest teachers' unions and Labour-controlled Durham County Council, it was said this week.

The North Regional Examinations Board has written to all nine local education authorities in its area saying: "Any one of the 48,000 candidates in the region could be affected to some degree."

In a letter to the I.e.s.s. and teachers' organizations, Mr J. A. Winterbottom, the secretary to the board, said: "We are writing to convey our concern at the implications which the dispute between certain teachers' organizations and the I.e.s.s. could have for the 1983 (CSE) examination and, therefore, the qualifications and later careers of many young people throughout the northern region."

Mr Winterbottom added that the board was fast approaching when teachers would be required to attend meetings on marking standards and - if they did not - the board would be unable to meet the obligations placed on it by the Secretary of State. The CSE grades of many candidates could therefore not be determined.

Avon leaves ACC over conflict of views

by Sarah Bayliss

The Labour leadership of Avon County Council has decided to quit the Association of County Councils on the grounds that it does not represent Avon's views.

The move, which could save Avon up to £60,000 a year, comes 18 months after Derbyshire County Council left the ACC. Humberston said the group was "in mothballs" and it was not clear whether an exclusively Labour association was in the making. Avon's policy group has said nothing publicly about joining an alternative organization.

In Avon, Mr Roy Hiscocks, deputy Labour leader, said of the move: "It's a political decision and we

make no apologies for that. The ACC has a slavish adherence to Government policy which we do not go along with."

Mr Michael Wheaton, Labour leader of Humberston, said his county was angered by the ACC's lack of resistance to the 1980 Local Government Bill.

Mr John Lovell, Conservative leader of the ACC, denied the charge that the ACC was "undemocratic" and that it was in the pocket of Tory Central Office. In the past two years greater efforts had been made to ensure that minority views were put to the Government.

The evaluation, he says, should cover both the effectiveness of the system being used in the pilot programme and its outcome, which involves judging whether it has met its objectives.

The paper calls for a standard system covering all young people entering the programme, with information collected on all pupils as they enter the programme and supplemented as they progress through it.

The entrant information should include details of educational background, ability, and family circumstances; details of how each pupil spends time, attendance, progress assessment, and of any qualifications gained and destination after leaving would be added.

Issues involved in evaluating the system being used include, Mr Reid says, the benefits and drawbacks of institutional arrangements, the merits and demerits of different curriculum arrangements, and changes in organization, curriculum, and educational technology.

Critical local authority associations say the MSC is seeking to be the judge of a scheme in which it has a vested interest.

Mr Reid and his colleagues are convinced that they will have to prescribe and control a system for monitoring and evaluating the educational results of the system. Mr Reid admits that it is particularly hard to define success in educational programmes "where objectives are often expressed in general and not easily measurable terms."

But he says that it must be monitored so that the people running it are aware of what is happening, and it has to be evaluated because, among other reasons, the MSC is accountable for its cost.



English teacher Vivienne Thurnham, a "principal boy" with her local drama group in Derbyshire, was among those receiving their OU degrees this week.

OU may drop age limit

A hint that the Open University may soon admit 18-year-olds to its courses was given this week by Dr John Horlock, its vice-chancellor.

He told a press conference: "After a long discussion we decided, marginally, 'No.' Our courses are prepared for adults to study. A previous experience showed that 18-year-olds don't achieve the same success rate. But it would not surprise me if the university had another look at this question in the near future."

The minimum age for admission is 21. In the early 1970s an experiment was tried in lowering the age and out of more than 1,400 students aged 18-20 under half gained one course credit. Six are needed for a degree.

Water strike toll spreads

About 4,000 children at 20 schools were working from home or attending school part-time this week as the water strike dragged on.

Wales and Cornwall continued to bear the brunt of the dispute. In Gwent, 14 primary schools are closed in the north of the county and 1700 pupils have been sent home. In Cornwall, three small primary schools have been closed for a week.

In Bracknell, Berkshire, 900 children at the lower school annex of Easthamstead comprehensive were told to report to school every other day to collect and return work, after a mains burst.

Pay move

Teachers' leaders this week invoked constitutional powers to force local education authorities to a meeting to negotiate their 1983 claim for a "substantial" pay rise but it looked unlikely that their move would get them a pay offer from the management.

The unions took the unusual step of requisitioning a meeting of the Burnham committee, which negotiates pay, after claiming the I.e.s.s. had failed to satisfy them they were prepared to negotiate in earnest over the pay claim, which also calls for a salary restructuring to reward long-serving teachers.

Review

Secondary schools in Devon are to carry out a review of the personal, social and moral education they offer in response to a report by a working party headed by Mr Joslyn Owen, the chief education officer.

86% success in degree exams

A good record by any standard. But achieved, not by full-time students as you might expect, but by Wolsey Hall students studying part time and at home for London University honours degrees.

The secret? Just good, honest, very personal tuition, which, as any teacher knows, is the only answer.

Students have their own Tutor in each subject, their own Student Advisor throughout the course and comprehensive course material. Regular seminars are held and telephone contact with tutors is possible in many subjects. Studying at home no longer means studying alone.

The following London University courses are offered: BA Hons. English, French, History, Geography, Philosophy; LL.B., B.Sc. Econ, B.D., Diploma in Education. In addition a wide range of GCE courses for all Boards is available.

For full details please write or telephone, stating your exam of interest:

The Hon. Frank Fisher, CBE, MC, MA,
Principal, Dept BD5,
WOLSEY HALL, OXFORD OX2 6PR.
Tel (0865) 54231 (24 hours)

Wolsey Hall
OXFORD

PLATFORM

After 18 months arguing a complaint against Hereford & Worcester County Council, which was eventually rejected by Sir Keith Joseph, Leslie Stratta argues that the dice are still heavily loaded against parents, in spite of the Government's professed commitment to parents' rights.

Lip service to parents' rights

The complaint

The complaint concerned the staffing of the rural middle school in Worcestershire which my son, James, has attended for the past two years and one term. In September 1980, the staff consisted of head plus eight assistants. In December 1980 the headmaster resigned to take up a new appointment and the staff was reduced to head plus seven.

Because of falling rolls the local authority drafted a proposal to amalgamate the middle school with the first school on the same site. In presenting the proposal to the education committee, the county education officer, on June 11th 1981, outlined a middle school curriculum and made this statement:

"A school entitled only to head plus seven may fortuitously manage to find all these skills in seven teachers but it is unlikely to maintain them with changes of staff. A staff of head plus six faces severe problems in covering the curriculum and many would judge this staffing to be inadequate."

The document also outlined a further option B.

"B. The Maintenance of Existing Schools and Curriculum."

The status quo can be maintained by staffing Drakes Broughton Middle School according to its curriculum needs. This option would avoid any problems arising from a reorganization but would necessitate providing at least two, and, at some time, possibly three teachers, over the current staffing scales."

On July 16 1981 I wrote the first of several letters to the county education officer, arguing that the school was in fact currently in the "status quo" situation and therefore understaffed. Exchanges of letters between myself and the county education officer got nowhere other than first, an admission that "if you are suggesting that the staffing situation at Drakes Broughton is less than satisfactory then I accept that it is". And second, a promise to present my letters "in full to the education committee." (This was never done.)

On January 25 1982 the education committee met to consider the proposal to amalgamate the two schools. In a document prepared for them, the CEO wrote:

"Three of the staff were temporary. The acting head has already been in post as such for a year, and a further period in this capacity until a reorganization in September 1983 would be most unsatisfactory. Further changes in staffing would tend to expose the lack of flexibility that arises from a complement of less than head plus eight assistants which is considered to be the minimum appropriate establishment for an 8-12 or 9-12 age-range 'middle school'."

This together with the "status quo" statement were two of the most important statements about the correct staffing level of the school. He also stated that:

"Pressures on the staffing... are aggravated by the limitations of specialist facilities in the building... (and that) 'facilities for science and craft are adequate only for small classes'."

In March new staffing scales were published to take effect from September 1982. The school was to be staffed at head plus six. In April the DES informed Hereford & Worcester that they would not consider an amalgamation to take effect before September 1983.

On May 21 1982 I wrote to Sir Keith Joseph invoking Sections 68 and 99 of the 1944 Education Act

complaining that the local authority was failing in its statutory duty in that the staff was insufficient to teach the curriculum. I also stated a concern about the numbers of pupils taught in the science and craft areas due to lack of staff and that health and safety regulations might not be being strictly observed. I sent 17 documents to support my complaint and I also stated that I had been complaining for almost a year, as nothing had been done. I suggested that there had been deliberate procrastination by Hereford & Worcester.

In July I went, at my request, to the DES to give further oral evidence filling out the written evidence. During the meeting I requested that I be given detailed reasons for the Secretary of State's final decision, arguing that in a democratic society this was my right. None of the officials demurred from this point of view and the Agreed Note of the meeting states that "the decision, together with reasons for it, would be communicated to (Mr Stratta) by letter."

On July 30, I received a letter from the county education officer informing me that "the committee have considered your complaint. They have agreed to the head appointing up to a level of head plus seven for the academic year 1982/83." I wrote to the DES saying that the move was merely a sop to placate them.

The interim judgment

On August 26 I received the Secretary of State's letter. I was informed that:

"In considering this matter the Secretary of State has had to bear in mind that Regulation 7 of the Education (Teachers) Regulations 1982 and Section 8 of the Education Act 1944 prescribe only in general terms the standard at which local authorities are required to maintain their schools. Consideration of any case covered by these provisions therefore involves a substantial element of judgment. The Secretary of State has concluded that at this stage the evidence available to him is not such as to satisfy him that the authority are in breach of any statutory duty."

Two things are worth commenting on. Firstly, the prescription in general terms in Section 8 of the 1944 Education Act allows the Secretary of State complete freedom to interpret it as he thinks fit. Secondly, no detailed evidence was in fact given me, despite the promise by DES officials.

The letter continues by saying: "... (the Secretary of State) has concluded that it ought to be possible with a head plus seven other teachers for an acceptable curriculum to be provided. In 1982-83 for all age groups... Nevertheless he recognizes that the seventh teaching post has yet to be filled and that the authority have not yet been able to supply him with the actual timetables to be used next year."

So, the interim decision was made without some of the necessary information being available. However, HMI were due to visit the school to

collect evidence for the amalgamation proposal, and the Secretary of State decided that while they were doing this they would also collect evidence on my complaint and report to him. He would then be in a position "to review his decision."

The procrastination issue was not pursued as "the authority has now considered your complaint formally and you have been informed of the result". No matter that it took exactly a year before Hereford & Worcester made any response, and all they had so far done was not to cut the staff further. Nor was the health and safety complaint upheld.

I wrote to the DES protesting about the judgment and received a reply in September saying that the conclusion that the school had sufficient staff "was reached with regard to all the circumstances of this particular case as they will exist in the school year 1982-83. Your complaint was in respect of that year."

This, however, is not true as I made clear when I met the DES officials. Note 3 of the Agreed Note reads:

"Mr Stratta stressed that he was anxious for an early decision, in view of the fact that the extreme staffing situation he was complaining about would affect his son during the school year 1982-83, although, in his opinion, the school had been understaffed, according to the documentation, since January 1981."

I then set about obtaining copies of the correspondence.

The correspondence between the DES and Hereford & Worcester

It took some considerable persistence on the part of a local councillor before copies of the letters were released. Eight letters in all passed between the DES and Hereford & Worcester.

The first letter from the DES, dated June 14, encloses my complaint, and states that Mr Stratta "alleges that he has made repeated attempts to present his case to the authority but no action has been taken by them to remedy the cause of his complaints."

The reply from Hereford & Worcester county education officer, dated June 28, consisted of exactly five paragraphs on one side of paper. In order to explain the new staffing ratio, the letter referred to economic factors that had to be made and ended by saying that the authority "cannot accept that it is failing to discharge its duties... and... it considers that the staffing of the school is satisfactory". Quite clearly my complaint was not being treated at all seriously.

Shortly after this letter was written I met the DES officials. On July 20 a further DES letter was sent. One might have reasonably expected this letter to include a sharp rebuke to my complaint, and eight statements. This was not the case. Instead, information was sought about several aspects including health and safety, staffing, timetabling, support services, specialist accommodation, and how the staff were being used. Their normal inspection procedures would not allow this. After the meeting it occurred to me that one way of

July 28 giving the information asked for.

The letter goes on to admit that "budget problems... led to a worsening of the pupil-teacher ratio", and then makes this extraordinary statement:

"Mr Stratta as you realize has been involved in a long-standing series of discussions with the Education Office. His complaint as such as only emerges in his letter addressed to Sir Keith Joseph on May 21."

The fact that I had repeatedly complained that the school was understaffed and that a promise had been made to put my complaint to the education committee meeting on January 25 is conveniently ignored.

On July 30 Hereford & Worcester informed the DES that the staff for 1982-83 would be head plus seven "in recognition of the difficulty of maintaining curriculum breadth in a small school, and to permit the school to use its rather cramped practical and science facilities with small groups of pupils". This was tantamount to acknowledging that small groups could not have been taught with head plus six and that the curriculum could not have been covered.

It was on the basis of the information in these three letters (together with a ground plan of the school which the DES claims was sent on August 6) that the interim judgment was made.

A further letter was sent by the DES on September 24 requesting more details about the health and safety aspects, which was replied to on October 7.

In October I sent a detailed analysis of all the correspondence to the DES pointing out that, in my opinion, important questions central to my complaint had not been asked, the most important being the head plus eight issue and the sizes of the areas where craft and science are taught. Their reply eventually came in the final judgment letter.

The role of HMI

When I was informed that HMI would investigate my complaint I wrote to the Senior Chief Inspector and asked to give evidence to the team of HMI who would be visiting the school. On October 18 Miss Browne wrote to me as follows:

"I think you still have a problem in understanding the HMI's role... I am not sure that you are clear about the inspection of St Barnabas. We are doing it for our own purposes, within the context of the reorganization proposals, but once the report is available the DES can obviously use it in other ways, including in the context of your complaint."

I was invited to come to discuss, in general terms, my concerns with the Senior Chief Inspector for primary and middle schools. This I did and during the course of the meeting it became clear to me that the team of HMI would not probe some of the important questions which the DES was failing to probe, notably the head plus eight question, nor would I be allowed to discuss my complaint with them. Their normal inspection procedures would not allow this. After the meeting it occurred to me that one way of

interpreting the DES use of HMI was that it was quite a clever move on their part.

The school was inspected on October 18-22 and the report quite favourable, which does not surprise me as the staff are enthusiastic.

"the science area accommodates a maximum of 16 children for practical work", contradicting the local authority's judgment that it accommodates 20 children. What has been commented on, not been within the HMI brief, is what might be achieved had the school the complement of staff, nor what might have happened had I not complained and managed to press further cuts in staffing.

The final judgment

Sir Keith's final letter is dated December 20. (One has to allow the timing) It begins by saying to the Secretary of State "as to his conclusion". It continues:

"The methods and procedures used in investigating complaints are within the discretion of the Secretary of State. He notes your views about the way in which your case has been handled but considers that the investigations carried out on his behalf have provided the relevant information necessary to him in order that he might perform his statutory duties under the Act. In this connection, you do not appear to be aware that there have been several telephone conversations with the authority's officers to clarify and augment information obtained in writing."

Several points are worth mentioning on. First, there are clearly no ground rules for investigating complaints and the Secretary of State can do anything or nothing, as he thinks fit. Second, the DES has resorted to telephone calls rather than write, but I am not informed of the substance of these calls. So much for open government.

Perhaps, however, the most worrying aspect of this procedure is that DES officials feel so arrogantly confident that the public has little or no redress, as the law now stands, that they quite blatantly admit to using telephone calls once their methods have been exposed.

The letter continues by taking up the question of head plus eight teachers. It quotes from the document as follows:

"What he (the county education officer) said was that a school entitled only to a head plus seven may fortuitously manage to find all these skills in seven teachers but it is unlikely to maintain them with changes in staff. Mr Stratta's report shows that for 1982-83 a reasonable coverage has been provided."

However, what the county education officer also said about the need for a minimum of head plus eight teachers and the "status quo" question is conveniently omitted. The DES now has to resort to selective quotations to argue its case.

All my other complaints are refuted but there is at least one point worth commenting on. So far as the question of the number of pupils who can safely be taught in the science area is concerned, the DES admits that HMI report that "it is a variance with the authority's... and the authority's... therefore being drawn to paragraph 12 of HMI Inspector's report. The fact that I may have had a point, when I first made the complaint in May, is conveniently overlooked."

Clearly the dice are heavily loaded against parents, as the law stands.

Leslie Stratta is a senior lecturer in the faculty of education, Birmingham University.

Biddy Passmore looks at what a High Court ruling means to schools

Why authorities are treading water over swimming charges

Solihull education authority had to decide on Wednesday evening what to do about swimming. At present, each child is charged 40p per session on top of transport charges which may bring the total cost up to £1. But the Department of Education has told the authority it is almost certainly breaking the law and must change its policy.

So what should the council do: stop the charges or stop the swimming? No extra cash is floating around to permit the council to provide it free. Or should it try to find some subtle way round the law?

This is the quandary in which a number of councils have found themselves as the full implications of a two-year-old High Court judgment are brought home, either through complaints from parents or innocent inquiries to the DES from the councils themselves.

The judge, it will be recalled, ruled that Hereford and Worcester county council could not charge for instrumental music tuition provided as part of the school curriculum. It did not have to provide it; but, if it did, it had to provide it free.

The ruling has been held to apply to other "extra-curricular activities", like swimming, for which a large majority of authorities have traditionally charged their pupils. As section 6(1) of the 1944 Act says: "No fees shall be charged in respect of admission to any school maintained by a local education authority... or in respect of the education pro-

vided in any such school..." A number of councils quickly changed their policy as a result of the judgments. Some stopped charging and either absorbed the extra cost or asked for voluntary contributions to make up at least some of the loss. Some simply cut the provision. Others resorted to a number of ploys allowing them to charge and, they thought, keep within the law: providing instrumental tuition off school premises or out of school hours - or both. Saturday morning music centres boomed.

But the Hereford and Worcester judgment left unclear precisely what was lawful and what was not. How do you define "education"? How do you define "a school"? What is "part of the curriculum"? What are councils' attempts to find out from the DES if their arrangements fit the bill have produced unwelcome results.

One large metropolitan district has been dismayed to discover that shifting instrumental classes out of school hours (into the lunch hour, for instance) is probably not enough to permit charging. It will have to tell the DES soon what other changes it plans to make. And Surrey County Council which had stopped charging for lessons by county teachers in school hours, was told by the department last term that private teachers could not charge either. Most of those private lessons stopped this term.

Surrey county council was suffi-

ciently concerned at the news to write to Sir Keith Joseph, the Education Secretary, and demand a change in the law. Dr Brian Coffin, chairman of the county's education committee, said instrumental music tuition might die out if nothing was done to make charges lawful.

But Sir Keith's reply, sent to the county last week, gives little hope of early action. "I have to say," he wrote, "... that I see no prospect of an early change in the law. To change the law would involve not only a policy decision, but also a place in the legislative timetable and, of course, parliamentary approval. Such a Bill would be strongly contested and in any case could not be readily accommodated in our current programme."

The letter continued with an exhortation to the county, couched in mandarin prose, to ask for voluntary contributions instead of charging fees. "I hope," he said, "the authority will use the means properly open to it to ensure that opportunities for music tuition continue to be made available drawing on the goodwill and willingness to help which parents have demonstrated while respecting the terms of the existing law."

Sir Keith's remark that the change would be "strongly contested" seems to be borne out by recent letters to *The Times*, in which correspondents have pointed out that the whole principle of free

education, enshrined in the 1944 Act, is at stake. And where could the legal line be drawn between the basic curriculum and "extras"?

Even if a Bill could be satisfactorily drafted, a move to legalize charges might arouse strong protests not only from the Opposition but from within the Government - and might well be defeated in the Lords. Within the Department of Education itself, Sir Keith Joseph favours the principle of charging but other ministers and officials want to leave well alone - and some even urge strengthening the existing ban on fees.

Meanwhile, instrumental tuition, already at risk from spending cuts, is being sharply curtailed in many areas because of the High Court judgment. In Hereford and Worcester, for example, about 5,500 children were learning an instrument before the ruling. Now it is estimated that the total number learning an instrument has been halved and only "very few" have individual lessons.

The Department of Education estimates that about 14 or 15 educational authorities still charge for instrumental tuition and possibly more for swimming. All of them must wish the whole issue had never been raised. But, until the next General Election at least, it looks as though they will have to pay up or cut their provision - or keep changing and keep quiet.

Leavers face new quiz over benefits

Easter leavers applying for state benefits are likely to be questioned more closely by the Department of Health and Social Security following a change in examination rules.

Until now teenagers leaving school at Easter were disqualified by the Department of Education from returning to school in the summer to sit CSE exams and so could satisfy the DHSS declaration which asks claimants to state that they have left school, will not be attending further classes and will not be taking further exams.

But after talks with the CSE examining boards the DES has decided to bring the board's entrance into line with GCE O level candidates. This Easter they will be allowed to leave school, if they are aged 16, and come back in the summer to take exams.

The DES move was set in train by Dr Rhodes Boyson, junior minister for schools, who had received several complaints from parents whose children left school at Easter to take up job offers and then found themselves barred from taking CSEs.

But Easter leavers who fail find jobs and who claim supplementary benefit will not be allowed to take exams. If they admit to the DHSS that they intend to take exams they become ineligible for benefit.

The change has angered the National Association of Head Teachers which is campaigning for simpler rules governing school leavers and supplementary benefits.

Mr David Hart, its general secretary, said a "stupid and artificial" situation had been created. "Yet again one Government department doesn't know what another is doing."

Commons pressure for GRE publication to be renewed

by Sarah Bayliss

Mr Christopher Price, chairman of the Commons Select Committee on Education, is renewing his demand that the Department of Education should publish important estimates of education spending for the coming financial year.

A long list of questions covering the issue will be put to the Secretaries of State for Education and the Environment in the Commons on Monday, and Sir Keith Joseph, the Education Secretary, will be asked for more information when he appears at the Select Committee next Wednesday.

This week Mr Price received a letter from Sir Keith stating that the Grant Related Expenditure assessments for education (GREs) would not be published until later in the year.

This marks a shift in the practice of the past two years, when the education GREs - Whitehall's estimate of what each local education authority needs to spend to provide the average level of service - have been published in January before budgetary decisions were finalized.

Sir Keith's letter points out that last year the local authority associations argued that the GREs should not be published before budgets were fixed in March and that the GREs for different services should be published together, rather than separately.

"Local authorities are now in the



Christopher Price... key lobbying

middle of the process of setting their budget against the background of their overall GREs and targets" of their overall GREs and targets "... the publication of the service components would provide yet another complication", the letter says.

Mr Price said in *The TES* last week that education GREs were an essential lobbying tool for pressure groups and education officers to ensure that education got its fair share of total spending. "We shall not let the matter rest", he said.

It is understood Sir Keith and his officials are in favour of early publication of the GREs, but there is strong opposition from the Treasury and Department of the Environment.

Working groups studies religion

The Religious Education Council of England and Wales has set up a working party on religious and moral education in county schools with special reference to the needs of the 14 to 16-year-olds and the attitudes of churches and other religious organisations.

ethnic minority groups will be particularly studied.

The council is anxious to consult as widely as possible and interested bodies or individuals should send their submissions to the British and Foreign Schools Society, Richard Mayo Hall, Eden Street, Kingston upon Thames, Surrey.

Plea on FE for handicapped

by Diane Spencer

Further education for the handicapped is still too variable in quantity and quality, says a report published by the Further Education Curriculum Review and Development Unit.

But it provides a considerable challenge to the post-16 sector, say the authors, Judy Bradley and Seamus Hegarty from the National Foundation for Educational Research.

"It is not just a question of improving physical access to buildings or even offering new courses. It entails a radical re-thinking of provision that can affect the structure of colleges in fundamental ways," they say.

Changes in staffing, academic and departmental organization, and teaching approach are needed.

The report calls for rationalization in order to avoid wasteful duplication, to ensure that lessons are learnt from others' experience, to eliminate gaps in provision and maximize the efficient use of resources.

Six types of provision are reviewed in the report: school, mainstream further education, specialist colleges, the Youth Opportunity Programme, continuing education and Adult Training Centres for the severely retarded.

The gaps in provision include those for students with severe learning difficulties, emotional problems, and those on the borderline between moderate and severe who then fail to get employment or a place in an ATC.

Stretching the system, Judy Bradley and Seamus Hegarty, FEU, DES, Honeywell Lane, Caneons Park, Stanmore, Middlesex HA7 1AZ.

Fables from Aesop



Six of Aesop's well-known and loved fables told by Val Biro

for children aged 5½ to 6½

► Simple text and natural language

► High literary quality

► Lively, full colour illustrations closely linked to text

► Accompanying "read-aloud" versions in the Teachers' Notes

► Reading level matched to that of *Reading 380 Levels 3 and 4*

Fables from Aesop: The Goose that Laid the Golden Eggs

The Ass in the Lion's Skin

The Fox and the Crow

The Boy Who Cried Wolf

The Boy and the Lion

The Town Mouse and the Country Mouse

One set of the 6 books with Teachers' Notes (602 2628 7) £4.90

also available as

Fables from Aesop Reception Pack 4 sets of the 6 books

(602 22629 5) £18.60, saving £1.00

Published by Olan and Company Limited, Freeport House,

Person's Way, Aylesbury, Bucks HP20 3QZ

Registered in England No. 542971

To Olan and Company Limited, FREEPOST, Aylesbury,

Buckinghamshire, HP20 1BR

(No stamp required if this address is used.)

Please supply one set of Fables from Aesop

(one set of the 6 books), price £4.90, on approval for 30 days.

Name

School Name and Address

Postcode

Date

9594

NEWS

London pay award of up to 12.6%

by Richard Garner

An arbitration panel has recommended pay increases of between 6.5 per cent and 12.6 per cent in the London allowances affecting more than 100,000 teachers living in and around the capital.

The increases will be backdated to last April and are likely to find their way into teachers' March pay packets at the latest. They will mean inner London teachers receiving a lump sum of just over £100.

But the three-man arbitration committee has taken teachers' leaders and local education authorities to task for only negotiating a settlement once in the past nine years. And it recommends that separate negotiations on the London allowances should be scrapped.

The panel, chaired by Sir John Wood, notes that the Government is ceasing to publish cost-of-living indices indicating the rise in the cost of living in London this year. It suggests that future negotiations should be carried out alongside the national pay claim.

It also recommends that the inner London allowance - received by 45,600 teachers working for the ILA, Barking and Dagenham, Brent, Ealing, Haringey, Merton and Newham - should rise by 12.6 per cent from £834 to £939. This is less than the ILA had been prepared to pay its employees if it did not have to negotiate through the Burmah committee.

The panel recommends that teachers in outer London - the 32,100 who work in the other London boroughs - should receive a 12 per cent increase from £549 to £615 a year. Those living in the Home Counties will have their allowance increased from £231 a year to £246 - an increase of 6 per cent.

Both sides expressed "reasonable satisfaction" with the pay award. The I.A.S. had offered 10 per cent to those in inner and outer London and nothing to those in the Home Counties.

Teachers had been claiming rises of between 14 and 18 per cent in line with cost of living indices. The arbitrators' package is likely to cost about £25 million a year.

But the arbitrators' comments on future London allowances have caused some controversy. Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said his union was opposed to linking the London Allowance negotiations to the annual pay claim. This had been used as a device by employers previously to pit London teachers against their provincial colleagues.

Biddy Passmore on Whitehall's projected spending up to 1986

Squeeze goes on for next three years

A steady contraction of the education service up to 1986 is set out in the Government's latest spending plans, published on Tuesday.

This, the second White Paper to be published in terms of actual cash (which will not be adjusted for inflation) contains no surprises. There will be no let-up in the squeeze on pay and prices. Local education authorities are assumed to keep pay rises down to about 3½ per cent and cost increases generally down to about 4 per cent next year (1983-84). And education spending overall is planned to rise by only per cent between 1983-84 and 1985-86 from £12,040m to £12,780m.

But the real cut between the present financial year and next will not be quite as sharp as the White Paper suggests (£620m). This is partly because local authorities are expected to undershoot their budgets in the current year by about 1 per cent and partly because education should get about half of the £900m injection of funds announced last summer to take account of local government overspending last year.

None the less, councils are expected to make a further massive cut in their school meals budgets over the next two years, bringing spending down from its current level of about £400m to £260m in 1984-85. The White Paper also assumes that authorities will have taken nearly 800,000 surplus school places out of use between the mid-1970s and March 1985.

The figures set out in the table assume councils meet all these targets. If they do, the White Paper says they could afford to employ up to 400,000 teachers in 1983-84 and some 380,000-385,000 in 1985-86 (compared with a provisional total

EDUCATION SPENDING FORECAST FROM THIS WEEK'S WHITE PAPER

Education spending									
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Total education	476	442	522	631	529	477	448	430	420
Capital	8,306	7,017	8,068	9,877	10,848	11,670	11,887	11,820	11,820
Total education	8,781	7,459	8,590	10,508	11,376	12,147	12,335	12,240	12,240

Schools: pupil and teacher numbers (England)

Schools: pupil and teacher numbers (England)									
thousands (except as noted)									
Academic year	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Total school population (including special schools)	8,686	8,562	8,387	8,188	7,973	7,722	7,508	7,290	7,072
Pupil numbers:									
Under five	415	428	429	428	437	430	426	420	415
All other primary	4,276	4,138	3,980	3,797	3,619	3,432	3,217	3,000	2,783
Secondary under school leaving age	3,577	3,588	3,573	3,530	3,457	3,403	3,318	3,228	3,138
Over school leaving age	775	755	755	750	741	746	741	736	731
Total (including special schools)	8,642	8,439	8,275	8,095	7,854	7,608	7,381	7,233	7,063
School participation rates (per cent)									
Under five	34.4	37.3	39.0	40.2	40.4	37.7	38.2	38.0	37.8
Over school leaving age	18.3	18.2	18.4	20.1	21.9	22.4	22.4	22.4	22.4
Teachers: numbers employed (full-time equivalents)	438	441	438	428	420	411	400	388	376
Pupil: teacher ratios overall	19.4	18.9	18.7	18.6	18.5	18.3	18.2	18.1	18.0
Special schools									
Pupils	124	123	122	120	119	116	114	112	110
Teachers	17	17	16	17	18	18	17	17	17

Higher and further education: student numbers

Higher and further education: student numbers									
thousands (except as noted)									
Higher Education									
	Actual 1980-81	Actual 1981-82	Provisional 1982-83	Provisional 1983-84	Provisional 1984-85	Provisional 1985-86	Provisional 1986-87	Provisional 1987-88	Provisional 1988-89
Undergraduates in universities (GB) and advanced courses elsewhere (England)	384	416	428	440	450	460	470	480	490
Admissions	138	143	146	148	150	152	154	156	158
Postgraduates	41	41	40	40	40	40	40	40	40
Non-advanced further education									
	Actual 1980-81	Actual 1981-82	Provisional 1982-83	Provisional 1983-84	Provisional 1984-85	Provisional 1985-86	Provisional 1986-87	Provisional 1987-88	Provisional 1988-89
Projected numbers (England)	482	507	534	568	602	636	670	704	738
Of which 16-19-year-olds on full-time & sandwich courses	224	250	268	284	298	312	326	340	354
* Includes students on part-time courses sponsored under the MSC Youth Training Scheme.									
Source: "The Government's Expenditure Plans 1983-84 to 1988-89," Cmd 8769-II, Her Majesty's Stationery Office, £8.75 net.									

of 420,000 last year). Since primary and secondary numbers are projected to fall by 4 per cent and 10 per cent respectively between now and 1986, the cut in teacher numbers should still permit an improvement in pupil-teacher ratios, the White Paper says. But any improvement would be tiny: from the present ratio of 18.3 to 1 to a possible 18.2 to 1 in 1985-86.

By taking full advantage of natural wastage, early retirement and redeployment, the Government expects authorities to "avoid compulsory redundancies on any significant scale."

The White Paper also thinks authorities should be able to keep in-service and induction training at least at their present level, to improve provision of books and equipment and to restore the amount spent on repairs and maintenance.

As the table shows, both absolute numbers and participation rates in nursery education are expected to fall slightly, with the proportion of three and four-year-olds taking part falling from 40.4 per cent last year to 35 per cent in 1984-85. In non-

Bill for prisoners' right to study

by Diane Spencer

A Bill designed to improve prison education was introduced in the House of Commons this week by a member of the Select Committee on Education, Science and Arts.

Mr Harry Greenwood, Conservative MP for Ealing North, said he was disturbed at the recidivist element in the prison population which was as high as 80 per cent.

"This is ferocious: it means a high cost in financial and social terms. Better educational opportunities in prison could improve prisoners' self confidence so they can go out and face the world and ensure they do not return," he commented after the committee had taken evidence on prison education last Monday.

The Bill places a duty on the Government to provide facilities for education, and governors to inform prisoners of the desirability of working towards educational objectives.

It states that under-16s should spend 20 hours a week in supervised education and proposes that there should be some compulsory educational training for 16 to 21-year-olds. All adult prisoners should be given the opportunity to go to at least one evening class a week, and priority should be given to remedial teaching.

During the committee hearing, Mr John McCarthy, former governor of Wormwood Scrubs, told MPs that prison education would only improve if relationships between governors and staff improved. He denied there was a "hidden curriculum of anti-education" in prison. But he added that things would improve if prison officers were treated as worthwhile human beings.

Education staff could help too. If they treated prisoners as "unskilled turnkeys" they were unlikely to get much cooperation.

Mr McCarthy, who resigned after calling the prison a "dustbin" in a letter to *The Times* last year, said the general of the prison service, in evidence, said the annual budget for prison education of £12m was to be increased by £1.5m this year. He said the service had a "remarkable record in prison education and there was no need for legislation."

The Romance of the Moon - Lyn Chapman

For a free copy of this exciting and fascinating story on the Paris metro evoking the very best of an individual's individual feelings to a beautiful city, write or phone:

Time Ltd Ltd, 25, Chancery Lane, London WC2A 1PL

WHERE CAN YOU FIND...

HIGHEST QUALITY?



Exclusive to Hestair Hope. This range of high quality paints is clearly packaged in convenient sized, see-through containers. Each colour title is based on everyday subjects which have natural associations with the colour: sunshine yellow or sunset orange. See pages 130 to 133.

Crystal
FINEST QUALITY
ART MATERIALS

LOWEST PRICES?



"No frill" packs of the most popular, regular items made available at almost 30% less than you would normally pay. See pages 123 to 128.

COST CUTTERS

UNIQUE DESIGN?



Totally Soft Play Environment is a safe adventure playground for children of all ages. A unique design from Hestair Hope. See pages 82 to 87.

Tape

EXTRA MATHEMATICS EXTRAS

The 16 page Mathematics extra in March 26 issue, containing an article by Dr W. Cockcroft is available in reprint form. This, together with a four-page résumé on the Cockcroft Report, originally published in the TES, will cost 80p (p & p included). Send all orders to the address below, enclosing your cheque/PO (no cash please) made payable to Times Newspapers Limited.

Nigel Denison
Sales Promotions Manager
The Times Supplements
Priory House, St John's Lane
London EC1M 4BX

Hestair Hope THE Best Ever CATALOGUE

THESE and a range of over 8000 more products are available now in the 1983 Hestair Hope Educational Supplies Catalogue. Competitive prices and FREE carriage on all orders with no minimum order value means it must be the "best ever!" For your free copy just complete the coupon below.

Hestair Hope Limited, St. Philip's Drive, Royton, Oldham. OL2 6AG Tel: 061-652 1411.

Please send me a copy of your 1983 Hestair Hope Catalogue. To make sure you receive your copy with minimum of delay, post this coupon direct to our Central Catalogue Despatch Centre: Hestair Hope Limited, Freeport, Crown Point Mills, Mayfield Place, Wyke, Bradford, West Yorkshire. BD12 8BR

Name (Mr/Mrs/Miss) _____ BLOCK CAPITALS PLEASE
School/Organisation _____
Address _____
Postcode _____

Please note: Catalogue will only be sent overseas to educational establishments.

FREE CARRIAGE ON ALL ORDERS IN THE U.K.



The most popular nightmare of all

Schools in England and West Germany are marking the fiftieth anniversary of Hitler's rise to power. Reports by Hilary Wilce and Bonn correspondent, Wellington Long.

The Nazi era is still a vivid piece of near history to British schoolchildren. Although a decreasing number have parents who were involved in the Second World War, family stories live on and television documentaries keep images alive. The period is also a highly popular part of many modern history syllabuses.

So while this week's grim fiftieth anniversary of Hitler's accession to power is being marked by some special events, schools are using them to complement their normal teaching programme rather than to make much of the anniversary alone.

At Watford Grammar School, in Hertfordshire, a series of lunchtime films on the rise of Hitler and Naz-

ism is to culminate next week with the showing of the feature film, *Swastika*, to fifth and sixth-formers. "But we've always taught this subject as a period of history, not simply to deplore or celebrate this anniversary," Mr Neil Hart, second master, said. "It's a period that is well represented in all O level syllabuses and in some A level ones as well."

For the past four years the Oxford and Cambridge Examination Board has offered "The rise of Hitler and the establishment of the

Third Reich" as a special paper and last year it outstripped the English Civil War as the most popular option. The "Hitler" paper was taken by 1,418 of the 3,610 candidates.

At Westminster School, London, more than a third of the history candidates take this subject. "I'm surprised how immediate this period is to them," Mr John Baxter, house master, said. "They're interested in war anyway, of course. They like Spillfries and Messerschmitts and that sort of thing. But their own grandparents and parents were in-

involved."

One of this year's groups includes a boy from a German family and two Jewish girls, one of whom had relatives taken to Auschwitz, but the subject is discussed without animosity, Mr Baxter said.

At Aldenham School, in Hertfordshire, Mr John McAllister, a history teacher, has been impressed with the increasing maturity with which each year's students have approached the subject. "Inevitably you get some whose perceptions are limited, who dwell on the shock and

drama of the concentration camps but most try to get beyond what happened to try and understand it happened."

Pupils from Aldenham were among the 200 who attended a one-day conference on the Reich at the Imperial War Museum this week. They saw original propaganda films (*Soldiers of Morgen*, a film about the Youth Movement, which had mocked-up pictures of pupils Eton drinking alcohol to be "decadent" Britain) and put questions to people who lived under the Third Reich. This conference oversubscribed that the plans to repeat it twice.

Similar enthusiasm has been shown for an exhibition of photographs and artifacts from the opening shortly in London. The time is almost booked for more than 7,000 pupils are to visit the exhibition. An accompanying teacher's pack, *Yesterday's Racism*, has been quired from all over the country.

Some heads and teachers doubtful of the value of the more gruesome aspects of this black period of history, teachers such as John McAllister, on union democracy, the idea was being considered by the union well in advance of the issue of that consultation document.

The report to the NUT conference says: "The executive has the greatest admiration for the dedication and hard work of school representatives throughout the NUT's area of membership. It believes they would accept the need to be subject to election and recall on the same basis as are the officers and committees of local associations and divisions."

The memorandum adds: "The school representative should be responsible for the holding of the election and all the related procedures. Where there is no school representative, the secretary of the local association or someone appointed by the secretary should conduct the election."

Elsewhere, the report makes clear that the board is determined to expand the pilot scheme. Twelve subjects will be on offer in 1984 and the extension of joint exams to the North West CSE board is expected to give a further boost to the number of entries which have been growing at about 14 per cent a year since the pilot scheme was launched in 1974.

Analysis of last year's results reveals the growing popularity of physics. At O-level it moved up from sixth to fourth in the popularity stakes and now trails only English literature, mathematics and English language. Girls accounted for nearly one in three of the candidates and scored slightly better than boys.

At A-level, only general studies is more popular than physics. Entries rose nearly 7 per cent last year.

Overall, A-level entries rose by 7 per cent in 1982, the biggest rise since 1968.

Other established subjects to find substantially more takers included history, geography and art (reversing the recent tendency of the arts and humanities to lose ground) chemistry and biology. The social sciences also appear to be going through a renaissance.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

SDP pledge to phase out the cane over five years

by Biddy Passmore



Anne Sofer Tom McNally

A commitment to phase corporal punishment out of Britain's schools over a five-year period became SDP policy at the weekend.

An amendment incorporating the pledge in the party's education and training document was passed on a show of hands by the Council for Social Democracy, the policy-making body, meeting in Newcastle.

Less unity was apparent, however, on the question of independent schools. An amendment proposing the removal of their charitable status was defeated by 185 votes to 100 after Mrs Anne Sofer, a member of the party's policy committee, had urged council members to throw it out in favour of a broader look at ways of ending subsidies to independent schools.

The narrow margin showed the impatience of a substantial number of members with the lack of a radical SDP policy on private schooling. The only precise commitment was not to abolish independent schools and to end the Assisted Places Scheme.

However, with the pledge on corporal punishment and one or two minor changes, the document on education and training was approved by the 435-member council and has now become official party policy.

It promises one year's nursery schooling to all under-fives within five years, an ambitious plan linking grants for all students and trainees over 16 to supplementary benefits and a merger between the DES and youth training functions of the Manpower Services Commission. Also proposed is a far-reaching plan to reform higher education by a major shift to two-year general degrees which could be followed by further vocational or academic courses.

In general, the document was warmly received by council members, many of whom had complained that its first version - last year's "green paper" - was too

"wet", especially on under-fives and post-school education.

Only the issue of private schools caused feelings to rise, and led to the only vote of the day (on charitable status) on which a count was taken.

Mr Tom McNally, MP for Stockport South and chairman of the party's policy group on education, was lapsed when he said: "... In a free society there will be a private sector." He added, however: "I would say to those who make use of the private sector that I regret it and that they cannot expect the taxpayer to subsidize their decision to opt out of the problems of society as a whole."

Another amendment recognizing that there was "much of value" in the independent system which should not be lost or destroyed was heavily defeated.

Mr McNally said the Conservatives had returned education to selectivity and elitism while the Labour Party, if elected, would have its Education Secretary spending more time in the court-rooms than his department. The SDP would put people into Parliament who would give education the priority it enjoyed in the 1960s and 1970s, he promised.

Mr Colin Vickerman, the board's secretary, says the rise is a "clear demonstration that whatever doubts may still linger in Elizabeth House about the need for a single system of examining, the schools themselves have made up their minds."

He reaffirms the board's "total commitment" to the single system and confesses to its "slight exasperation" at the continuing delay.

Elsewhere, the report makes clear that the board is determined to expand the pilot scheme. Twelve subjects will be on offer in 1984 and the extension of joint exams to the North West CSE board is expected to give a further boost to the number of entries which have been growing at about 14 per cent a year since the pilot scheme was launched in 1974.

Analysis of last year's results reveals the growing popularity of physics. At O-level it moved up from sixth to fourth in the popularity stakes and now trails only English literature, mathematics and English language. Girls accounted for nearly one in three of the candidates and scored slightly better than boys.

At A-level, only general studies is more popular than physics. Entries rose nearly 7 per cent last year.

Overall, A-level entries rose by 7 per cent in 1982, the biggest rise since 1968.

Other established subjects to find substantially more takers included history, geography and art (reversing the recent tendency of the arts and humanities to lose ground) chemistry and biology. The social sciences also appear to be going through a renaissance.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Schools show support for 16-plus exam

by Nick Wood

Schools do not share Sir Keith Joseph's doubts about introducing a single system of examining at 16-plus.

Subject entries in the pilot 16-plus exam run jointly by the Joint Matriculation Board and several CSE boards rose by 13 per cent last year.

As the board points out in its annual report, this should be set beside a marginal fall in entries for traditional O-level subjects and a decline in the number of fifth formers - a result of the slump in the birth rate in the 1960s.

Entries in the 10 subjects offered under the pilot scheme now account for about one quarter of all JMB entries that qualify for an O-level award.

Mr Colin Vickerman, the board's secretary, says the rise is a "clear demonstration that whatever doubts may still linger in Elizabeth House about the need for a single system of examining, the schools themselves have made up their minds."

He reaffirms the board's "total commitment" to the single system and confesses to its "slight exasperation" at the continuing delay.

Elsewhere, the report makes clear that the board is determined to expand the pilot scheme. Twelve subjects will be on offer in 1984 and the extension of joint exams to the North West CSE board is expected to give a further boost to the number of entries which have been growing at about 14 per cent a year since the pilot scheme was launched in 1974.

Analysis of last year's results reveals the growing popularity of physics. At O-level it moved up from sixth to fourth in the popularity stakes and now trails only English literature, mathematics and English language. Girls accounted for nearly one in three of the candidates and scored slightly better than boys.

At A-level, only general studies is more popular than physics. Entries rose nearly 7 per cent last year.

Overall, A-level entries rose by 7 per cent in 1982, the biggest rise since 1968.

Other established subjects to find substantially more takers included history, geography and art (reversing the recent tendency of the arts and humanities to lose ground) chemistry and biology. The social sciences also appear to be going through a renaissance.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Mother's case on place goes to Ombudsman

by Sarah Bayliss

The case of a mother whose young son has been refused a place at the school his sister attends is to go to the Local Government Ombudsman.

Mrs Lesley Gold claims the London borough of Brent has been guilty of maladministration in refusing to accept her son Jamie at Mount Stewart primary school.

Mrs Gold, who is still urging Brent to change its mind before Jamie reaches his fifth birthday in April, says her son has got caught up in "stupid bureaucracy".

She has a six-week-old baby and says it would be impossible to get Tracey and Jamie to separate schools on time. "Brent council doesn't seem to understand the effect its decisions have on ordinary mums like me," she said.

Brent has offered Mrs Gold two places at another school but the family is unwilling to disrupt the education of Jamie's 11-year-old sister, Tracey, particularly since she will be moving to a secondary school in 18 months time.

The case has arisen over a geographical technicality and because Brent Council has tightened up its admissions policy following the 1981 Education Act which, in theory at least, was intended to extend parental choice.

The Golds live on a main road bordering the boroughs of Brent and Harrow. They live on the Harrow side but the Mount Stewart school in Brent is the closest to their home.

Mr Leslie Stratta, whose son James attends St Barnabas Middle School, in Drakes Broughton, Wrexham, complained last year that a staff of seven teachers plus an acting head was insufficient to provide the necessary education for his son under the terms of the 1944 Education Act.

Small primary schools should be given extra resources to pay for expensive essentials. But they can also help themselves by co-operating with other small schools, sharing resources and teachers' specialisms.

These conclusions were reached by Mr Ronald Howells, deputy head of St Luke's primary school in Jersey, who studied curriculum provision in small primary schools while on secondment to the Cambridge Institute of Education.

He defined a small school as one with less than one form of entry. Reviewing the evidence comparing results in small and larger primaries, he concluded that there were no differences in pupils' attainment. The main difference was the higher costs of small schools.

Mr Howells concluded that small primaries should receive some positive discrimination; a straight unit cost system is unfair to them. Heads need adequate secretarial help, and time off class teaching for administration, meetings with parents and curriculum planning.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.



PRIMARY & PRESCHOOL

In the past there was free trade between the two boroughs but last year Brent established a policy giving children within its boundaries a clear priority over children from elsewhere. That policy now overrides the priority previously given to children with siblings at the school.

Harrow council, which currently pays recruitment costs for Tracey's education, has offered to meet the costs of a place for Jamie.

Another parent who made a formal complaint to Sir Keith Joseph, the Education Secretary, about staffing at his son's school in Hereford and Worcester, is planning to make a complaint to the Parliamentary Ombudsman, charging the Department of Education with maladministration.

Mr Leslie Stratta, whose son James attends St Barnabas Middle School, in Drakes Broughton, Wrexham, complained last year that a staff of seven teachers plus an acting head was insufficient to provide the necessary education for his son under the terms of the 1944 Education Act.

Small primary schools should be given extra resources to pay for expensive essentials. But they can also help themselves by co-operating with other small schools, sharing resources and teachers' specialisms.

These conclusions were reached by Mr Ronald Howells, deputy head of St Luke's primary school in Jersey, who studied curriculum provision in small primary schools while on secondment to the Cambridge Institute of Education.

He defined a small school as one with less than one form of entry. Reviewing the evidence comparing results in small and larger primaries, he concluded that there were no differences in pupils' attainment. The main difference was the higher costs of small schools.

Mr Howells concluded that small primaries should receive some positive discrimination; a straight unit cost system is unfair to them. Heads need adequate secretarial help, and time off class teaching for administration, meetings with parents and curriculum planning.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Curriculum Provision in the Small Primary School. Cambridge Institute of Education, £1.25 incl. postage.

Play time: hopscotch squares in the playground at Quedgeley Infants School, Glos - part of a series of games designs painted on the playground as a result of money raised by the parent teacher association.

Munich's White Rose blooms again

The fiftieth anniversary of Adolf Hitler's rise to power has spurred fresh interest among West German school teachers and pupils in the Nazi Party's crimes.

State ministers of education have asked schools to concentrate more than usual on the Nazi seizure of power. Hans Meier, Bavarian Minister for Education and Culture, urged them to focus on the events of January 30, the day Hitler became chancellor, as well as the "later anniversaries this year of the consolidation of his dictatorship."

Meier said teachers must use the anniversaries not only to explain the origins of Nazism but also to teach pupils to reject today's extremists of both the Right and the Left.

Bérg-Berndt Oeschatz, the Christian Democratic Minister of Culture in the northern state of Lower Saxony, suggested that teachers try to focus pupils' attention on how the Nazis seized power locally.

"Do not view the teaching of our most recent German past as an abstraction," Oeschatz said. "Instead, try to investigate local historical clues, written sources and documents such as local newspapers, school, church, company and family chronicles, official statements, publications of clubs, museums, buildings, cemeteries, maps - all are suitable material for direct use in such exploratory discussion."

But Oeschatz warned teachers to avoid triggering "accusatory investigations or posthumous denunciations." This fear of "posthumous denunciations" was experienced by some of the 7,000 teenagers who took part last year in a contest organized by the Korber Foundation of Hamburg to research and write essays on "Daily life in the Third Reich". Some of the classes that turned in winning essays reported that city archivists sometimes refused to let them into files that were open to adults.

The Korber essay winners received their awards personally from President Karl Carstens, and their

works were published. Oeschatz said his ministry will also publish the best documentations produced in Lower Saxony schools on the subject this year.

Much basic research material is provided by the Central Office for Political Education in Bonn, which receives about 300 requests daily for material on the Nazi past and other subjects.

A spokesman said that 1.3 million copies of a brochure entitled "National Socialism" have been distributed to schools, at their request, since it was first issued in 1968. Another half million copies of the more recent "Youth in the Third Reich" and 200,000 copies of "Life in the Third Reich" have also been distributed - mainly to pupils between 14 and 17.

One million copies of a brochure entitled "Is grandfather to blame for everything?" have also been requested by schools.

Pupil interest in Nazism has been stirred, not just by the fiftieth

anniversary, but also by Michael Verhoeven's film, "The White Rose".

"The White Rose" group were students caught and executed for distributing anti-Nazi leaflets and handbills in Munich University in 1943.

The film has been running to packed houses - mostly filled with teenagers - in Munich for 12 weeks.

Many teachers have sent pupils to see the film and asked them to write reviews for class discussion.

Some teachers have also assigned pupils to tape record interviews with surviving members of the resistance. Glessen students interviewed Walter and Maria Derg, a local couple who were jailed for their activities.

Union warns of greater pension contributions

by Richard Garner

Teachers may be forced by the Government to contribute more of their pay towards their pensions, according to a report prepared for the National Union of Teachers' annual conference in Jersey this Easter.

In a memorandum on pensions, approved by the union's executive, a warning is delivered that "there is a real threat of an attempt by the Government to increase teachers' pension contributions which the executive is determined to resist by all possible means".

The executive believes that the Government still wants to chip away at index-linked public service pensions, even though the Scott report had failed to condemn them.

The union is concerned that the present structure of the teachers' pension scheme shows an annual surplus of around £1.200m. The NUT believes the money could be better invested to produce better benefits.

The report also reminds delegates that the Government insisted that the police should increase their pension contributions - which in the case of a married man went up to 11 per cent of earnings - as part of

their pay deal last year.

The report gives details of the average pension paid to retired teachers, according to figures released in the House of Commons last October.

Figures show that the average teachers' pension at £61.90 a week is far higher than those of other public servants. The average police pension is £50.80 a week and the average civil service pension £35.80.

An explanation of this is that other groups of workers have far more people retiring on much lower levels of pay than teachers.

The report also urges delegates to give women teachers pension rights equal to men. At present, a woman teacher's pension is paid to her husband on her death only if he is her dependent.

It says that the union is seeking legal advice over whether it could remedy this by action under European Community law.

Meanwhile, in the quarterly newsletter of the National Association of Head Teachers, the NAHT warns that teachers' organizations will unanimously reject any move to increase pension contributions.

Promotion seekers keep problems secret

by Julia Hagedorn

The current lack of promotion prospects within the teaching profession is making staff even more loth to admit that they cannot control some of their pupils.

The anxiety experienced by teachers worried that they might be branded as incompetent was described by a London teacher at last weekend's British Psycho-Analytical Society conference on "Problems in the classroom: a psychoanalytical perspective".

"As soon as you say you are having difficulties with a particular child, you are labelled as having difficulties yourself and you can really blow your chances of promotion in these times of temporary contracts and shortage of promotion prospects", she said.

Dr Donald Campbell, analyst at the Portman Clinic, warned the audience of teachers and associated professional workers that disruptive pupils tried to arouse in others the feelings of aggression, inadequacy and failure that they were experiencing themselves.

Teachers felt so disturbed by the strength of these feelings that they were not able to think properly and confirmed the pupils' expectations by reacting punitively. He advised teachers: "Do nothing until you have had time to think".

Dr Campbell advised teachers to form mutual support groups. He said that it was vital to seek the empathy and objectivity of others in difficult cases.

Rose Edgcombe, analyst from the Hampstead Child Therapy Clinic, described the case history of a four-year-old, who used to attack a three-year-old several times a day at nursery school and then have a screaming fit himself, to demonstrate how problems often start in the pre-school years.

She explained that a young child's behaviour in school depended on the extent to which he was psychologically free to explore new situations and new people and to adapt flexibly to them.

BE A SUCCESSFUL WRITER

Make money writing and earn while you learn

The Writing School, founded in 1949, shows you how to write articles, short stories, novels, romances, radio and TV scripts that sell and keep on selling. Top professional writers, through the medium of the School's comprehensive home-study courses, give you individual tuition, showing you how to produce manuscripts that are fresh and readable. You get personal advice on selling your articles/stories to publishers - who are always on the lookout for exciting new talent.

All you supply is the ambition to succeed, and then spend just a few hours each week in a pleasurable occupation that will bring you great personal satisfaction, and useful extra income. Study at leisure in the comfort of your own home, or on boring rail, sea or air journeys. Sounds interesting? It is. And you can't lose! If you have not recovered the cost of your tuition by the time you have completed your course, your fees will be refunded.

Send today for the free book that tells you all about "Writing for Pleasure and Profit". No stamp needed.

THE WRITING SCHOOL
Freeport CC19, London N22 6BR

NEWS



Swept along: the Street Warriors team from Battersea took part in London's first street hockey tournament, popular sport in the United States. Street hockey sponsors in Britain hope to form a London league.

Development group urged

by Diane Spencer

The Government has been urged to set up a new national development body for adult and continuing education with a £1.7m budget to replace the Advisory Council for Adult and Continuing Education when its remit ends in October.

Dr Richard Hoggart, the chairman of ACACE, said this week: "We do not want a renewal of the mandate. We have advised up to the eyeballs; we need a development council now to translate advice into practice."

The council was set up in 1977 by Mrs Shirley Williams, the then Education Secretary. It was asked to promote cooperation between various bodies in adult education, review current practice and priorities with a view to using available resources effectively, and to promote future policies and priorities.

In its report published this week, the council says that a "Continuing Education and Training Service Commission" should be established in the long term.

However, since this goal was ambitious, the council would like to see a body established this year initially for five years, along the lines of the Adult Literacy and Basic Skills Unit, but with more scope.

Although the new body would be independent, it would be funded in the main by central government and might be attached to an established national organization.

Dr Hoggart did not want to name any possible contenders but Professor Arthur Jones, chairman of the National Institute for Adult Education and a member of ACACE council, said the institute would be willing to cooperate.

The proposal is being considered by Sir Keith Joseph, the education secretary, and a reply is expected by early spring.

Adult education is once again suffering from an increase in fees and a decline in student numbers, the National Institute of Adult Education reports this week.

In its latest survey of 98 local education authorities, it discovered that non-vocational courses had an average increase in fees of 8 per cent, and examination courses went up by 9 per cent.

Fees as a whole were raised from 16 to 95 pence an hour in 1981 to 18 to 104 pence in 1982. The institute also noted an increase in the range of concessionary fees, particularly for the unemployed.

Twelve education authorities showed reductions of between 6 and 15 per cent and one was down by nearly 40 per cent.

The case for a national development body for continuing education in England and Wales, ACACE, 18b De Montfort Street, Leicester LE1 7GE.

Multiculture gains from Strasbourg proposals

by Bob Doe

The multicultural education movement in Britain could benefit from new proposals now being considered by the Council of Europe in Strasbourg. Drawn up by experts from among the council's 21 member states, they include:

- a European centre to promote intercultural understanding and education;
- efforts to ensure all teachers are aware of national and racial prejudices and cultural differences;
- curriculum reforms to ensure schools avoid narrow chauvinism in their teaching.

Though they have yet to be approved by European political leaders, they represent a considerable shift in the council's approach to immigration and ethnic minorities. In the past the council's work in this field has concentrated on the "problem" of "migrant" workers who, it was assumed, would return to their homeland sooner or later.

But one of the clear outcomes of the meeting of experts which took place at the council's Strasbourg headquarters recently was the acceptance, by the "host" countries at least, that these "migrants" are in fact a more or less permanent feature of their population. That was particularly true of migrants who have settled with families, even though the economic boom and labour shortages responsible for their presence had now ended.

So instead of concentrating on maintaining the language and culture of a transient group to enable them and their children to be assimilated back into their country of origin, the council has now been advised to:

- help migrants come to terms with the customs and values of their adopted country;
- recognize that the cultural values of second generation immigrants are not those of either their country of origin or of their new home;
- accept that mother tongue teaching can have an important educational and developmental role, especially for young children but that ethnic minorities must be encouraged to take responsibility for "cultural maintenance" themselves.

● to encourage member states to teach all Europeans about various racial and cultural minorities living among them in an effort to combat prejudice.

The last of these is seen as particularly important in view of the increasing resentment in some areas about what in Germany are called "guest workers", at a time of rising unemployment.

But this resentment could make the council's acceptance of a multicultural stance too sensitive an issue for some European politicians to endorse formally, especially those from areas where heavy industries

The Rugby Football Union makes a plea after an increase in injuries. Bert Lodge reports

'Flying wedge' ban urged

The Rugby Football Union has sent a circular to schools, clubs and referees asking them to outlaw from schoolboy rugby a play increasingly used in senior matches but which could lead to serious injury.

"This follows a spate of injuries in recent weeks when four boys have been carried off with significant damage to the neck or spine leading to paralysis which could be permanent."

Spinal injuries among schoolboy rugby players have increased dramatically over the past 15 years. In the 27 years between 1942 and 1968 only five cases which caused permanent paralysis were reported. From 1973 to 1978, 12 cases were reported and a further 16 involving serious damage to the cervical spine.

Mr Ron Tennick, assistant technical administrator to the RFU and secretary of the English Schools Rugby Football Union, said this week that administrators and referees had been asked to ban the tactic of the "flying wedge".

This usually occurs when a pen-

alty is awarded to the attacking side just a few yards from their opponents' try line. The ball is tapped with the foot as a token kick then put in the hands of an advanced forward. He turns his back on the opposition and his own forwards cluster round him in a tight V formation and drive him over the line. Head-on opposition invites likelihood of injury.

Mr Tennick emphasized that there was still no definite evidence that technicalities of the game could be blamed for the growth of serious injuries at schoolboy level. He said: "The latest, for instance, (to an 18-year-old at Solihull School last month) happened to a lock forward. That's the first one we have come across involving somebody in the second row of the scrum."

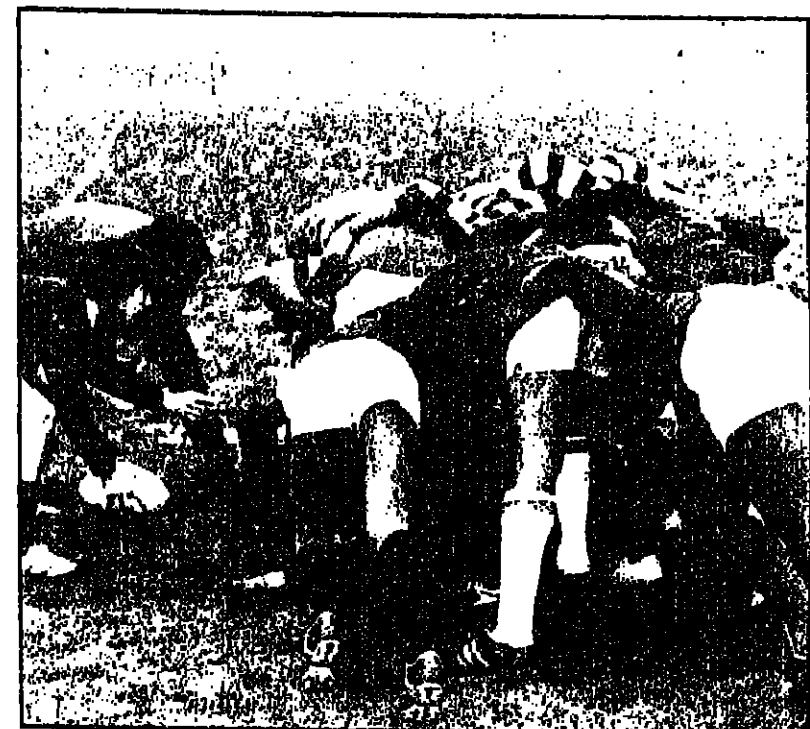
Two years ago Dr Trevor Hoskins, honorary secretary of the Medical Officers of Schools Association, refuted the popular belief that the collapsing of the scrum was the main cause of spinal injuries. His research showed only a third of in-

juries occurred this way. Nevertheless, in a circular to schools in September 1981, the RFU emphasized that as soon as a scrum looked like collapsing the whistle must be blown immediately. "The aim of a scrum is to re-start the game and to push the opposition backwards. Other more dubious aims are not to be taught."

This is thought to be a reference to deliberately collapsing the scrum, illegal yet prescribed by some coaches as a way of stopping the game when the other side looks like gaining advantage.

He pointed out that one potentially dangerous tactic was difficult to eliminate. This was what is known as the "cavalry charge". Again this occurs when a penalty is awarded to the attacking side near their opponents' try line.

"We can't change the laws of the game. But we shall be asking the International Board when it meets in March to say that no player shall move until the ball has been played from the penalty."



The RFU emphasized that as soon as a scrum looked like collapsing the whistle must be blown immediately.

Independents receive Sports Council grants

Two independent schools received grants totalling £65,000 from the London and south-east region of the Sports Council last year, and a third obtained a £5,000 interest-free loan.

The Government-funded body's decision to use public finance to help private schools improve their sporting facilities was defended this week by Mr John Birch, director of the London and south-east region. He told the annual meeting of the regional council: "They were given the grant on condition they opened their facilities to the public."

Last year the south-east region received just under £5m from the Government.

The schools to benefit were Mill Hill, a north London boys' school, and Bethany School, another boys' establishment in Goudhurst, Kent. Harrow School, where fees come to more than £4,000 a year, was loaned £5,000 interest-free for indoor cricket nets.

Mr George Attenborough, master of cricket at Harrow, said the school now had two indoor cricket nets already in regular use by local clubs. "The boys can only use them in the afternoons anyway. The idea is not to make a lot of money out of it. We charge the clubs £5 an hour and that's very competitive. It will probably just pay for itself and spread a little goodwill."

The largest grant went to Mill Hill which received £50,000 towards the cost of a sports hall which is expected to cost £250,000. It will be administered by a company the school has formed, Mill Hill Enterprises, which is managed by Miss Lesley Ashness, who has several

years' experience of administering local authority recreation.

"My job is to market the whole of the school's facilities," she said this week. "Any profit from dual use will be ploughed back into better facilities for the school and the local community. It's a way of bringing school and community closer together."

Mr Christian Lanzer, head of Bethany School, which has 290 boys on roll, confirmed they had received £15,000 towards the cost of changing rooms and toilet facilities for a new sports hall.

"We have promised 15 hours a week for public use through club bookings. That means evenings when the boys are doing their prep and Sunday mornings when they are in chapel. Six clubs in the area have signified their interest. We can cater for badminton - four courts - cricket, basketball, hockey and soccer."

● The London and south-east region of the Sports Council has also helped local authorities in Sussex to make the sports hall and gymnasium at Tideway School, a 1,700-pupil comprehensive in Newhaven, available to the public. A pump-priming grant of about 50 per cent of the net costs over the first three years has been made to Lewes District Council.

Two universities have also benefited. Surrey has been given £35,000 towards the cost of a floodlit, synthetic all-weather pitch and Kent received £4,000 towards the cost of providing reception facilities. A grant of £22,500 was made to Thames Polytechnic to help in the purchase of a synthetic pitch. The council said the grants would lead to increased use by the public.

Boxer forced to fight three times in three hours

Complaints that a 14-year-old boxer fought three bouts in one evening were rejected this week by Mr Wilfrid Young, honorary secretary of the Schools Amateur Boxing Association.

Mr Young, a former science teacher, was referring to preliminary rounds of the Oxfordshire, Berkshire and Buckinghamshire Schools ABA championships fought last month at Henley.

Mr John Joyce, secretary of the Abingdon club, complained when one of the club members, Mark Manning, had to take on three

opponents in just over three hours. "This made a mockery of the ABA rule that there should be three days clear between bouts for junior boxers," he said.

"The ABA rule is that there must be three clear days between contests except in the preliminary stages of the championship," Mr Young said. "It's true we recommend no more than two bouts in an evening but in the preliminary stages of the championship you don't know how many entrants you are going to get. They are only three round contests, after all."

You can be sure of no slip-ups when you book with the specialists

For a really successful school skiing holiday, you need a tour that's arranged exactly to your own requirements. Flexible and problem free.

That's why, if you're thinking about a skiing trip, you should read Travelaway's new 1983/84 Winter Sports Brochure.

You'll find out about our expanded holiday programme including some of Europe's top Ski resorts - and about how we can arrange a comprehensive tour tailor-made for you.

We'll take care of all the details, providing everything you'll need - transport to and from your school, excellent insurance cover, weekend day time flights including provincial airports, free study/project packs for the pupils, and of course guaranteed prices. That's the kind of service which has made us a leading name in Schools Skiing.

Our wide choice of resorts embraces everything from homely pensions to luxury hotels - all at competitive, guaranteed prices.

Visit our resorts - FREE

A unique offer to teachers... book your tour (for 35 passengers or more) before the 31st May this year and you qualify for a FREE inspection tour of one of our resorts during the 1983/84 ski season.

For teachers wanting a very special school skiing holiday, the Travelaway 1983/84 brochure is highly recommended reading.

For your free copy, telephone

021-355 3681

or return the coupon below.

Ski Travelaway Ltd, Mansy Building, 29 Birmingham Road, Sutton Coldfield B72 1OE. Please send me the 1983/84 Ski Travelaway brochure.

Name _____

School _____

Address _____

Post Code _____

Tel No. _____

TES

Join us at our Ski Roadshows in full details in the brochure.

February and March

in the brochure.

ATOL 13798

"trust us for a great deal"

NEWS

South-east pupils fill most college places

New awards to students in the academic year 1980-81

Young people in the south-east of England and Greater London are much more likely to become students in further and higher education than their counterparts in other regions.

Those living in the west and east Midlands are the least likely to continue their education post-18.

At the same time, there are striking variations within the regions. The London borough of Richmond has the highest proportion in the country of pupils becoming students - 315 out of every 1,000 18 to 19-year-olds - while a few miles away the borough of Barking and Dagenham has the lowest take-up of further and higher education - 49 out of every 1,000.

So, teenagers living in Richmond are six times more likely to continue their education post-18 than those from Barking.

This picture emerges from statistics published last week by the Department of Education on finance and awards in 1980. The table reproduced here shows the proportion of 18 to 19-year-olds in each authority who qualified in the academic year 1980-81 for a full award - that is, a mandatory or discretionary grant for an advanced course.

The picture is not a full description of students in higher education since it excludes those getting discretionary awards for non-designated courses and for post-graduate courses. Since it excludes so many discretionary awards it does not necessarily show the relative generosity of authorities.

What the table gives is a broad picture of where the majority of students come from, according to their home address. They may have attended state schools or private schools. They are students on full awards at universities, polytechnics and further education colleges; and initial teacher training establishments.

The fourth and fifth columns have been calculated by *The TES*, giving the totals for all three sectors of post-18 education and the ranking of each authority out of 104.

The authorities whose households produce the highest proportions of students are, in descending order: London borough of Richmond (315 per 1,000), London borough of Barnet (301), Powys (294), Stockport (266), London borough of Bromley (266) and Brent (255). Wirral (254), Surrey (254), London boroughs of Harrow (246) and Kingston upon Thames (236).

The authorities with the lowest proportion of young people continuing their education post-18 are, in ascending order: London borough of Barking (49 per 1,000), Sandwell (75), Knowsley (76), London borough of Newham (84), Liverpool (86), Walsall (97), Barnsley (108), Salford (108), London borough of Waltham Forest (114) and Gateshead (115).

Without exception, chief education officers commenting on the figures for *The TES* referred to the strong correlation between students' social class and whether or not they gained a place at college or university. They were not surprised that areas associated with middle class suburbs or stockbroker belt such as Surrey, the Wirral, Stockport and some outer London boroughs produced so many candidates for further and higher education.

Conversely, schools in some inner city areas, with predominantly unskilled or unemployed populations struggled to send a mere handful of pupils onto post-18 education. Officers also mentioned the importance of historical tradition - in the west Midlands, for example, young people have been encouraged by their families to leave school at the earliest opportunity because good apprenticeships and manufacturing jobs were awaiting them. The recession may shift that pattern.

Mr Peter Waters, Richmond's director of education, said his authority had come to expect a top place in this particular league. "Richmond attracts a lot of professional people, all encouraging their children to get on through education." The area has a high staying-on rate at 16 - a guarantee that the staying-on rate post-18 will be similarly high.

At first glance there are two surprises in the "top ten": the London borough of Brent and the Welsh county of Powys. According to a DES analysis conducted last year, called "cluster analysis", Brent was one of a handful of authorities with above average scores for social and economic disadvantage.

But it is a large borough with sharp differences between the north and south. Dr Rhodes Boyson, MP for Brent North and junior minister for schools, said, "There's always been a strong tradition of families from the north sending their children on to higher education."

The Powys figures show a particularly high proportion of 18-year-olds getting full awards for further and advanced education. "Without doubt, we are more generous with discretionary awards than many other authorities, which could partly explain the figures," said Mr Robert Bevan, director of education.

"We would like to think that the major reason is the high respect for education which people in Powys have," he added. "There is a lot of encouragement to young people."

The staying-on rate post-16 was good, he said. Applying the cluster analysis to the 10 areas with the fewest students shows that nine have average or above average levels of deprivation. The London borough of Newham, 97th in the league, is in the most deprived cluster. Barking, which is 104th in the ranking, has only average deprivation, but there is no tradition of staying on.

Mr Alfred Bush, Barking's director, said, "Traditionally there is a lack of aspiration and ambition on the part of some parents and pupils." Very few youngsters went on to train as teachers.

He did not believe the figures could be associated with the quality of education which the schools offered nor with the amount spent on books and teachers. But with rising unemployment more pupils were beginning to stay on and this could have a positive effect.

Similarly in Walsall and Sandwell, in the west Midlands, there was a tradition of leaving school early.

Statistics of Finance and Awards 1980, DES.

Sarah Bayliss

Travel

TURKEY

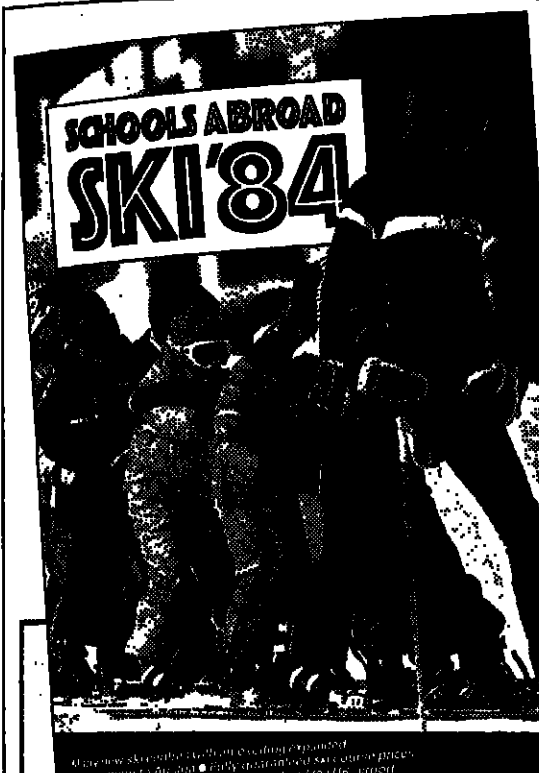
Individual and Group Tours from only £179

This year take a magnificent ride to Turkey with UK Express. We offer a full range of holidays, to include relaxing on sunny Mediterranean beaches, archaeological, biblical and scenic escorted coach tours, and specially designed and packaged Group Tours for Study groups. Backed by our own ground handling company in Turkey, UK Express offers the keenest prices and the most carefully planned arrangements that only the specialist can provide. For free colour brochure or to find out more, write to David Bellerton, UK Express, Whitehall House, 41 Whitehall, London SW1 9EX phone 01-839 5303.

UK EXPRESS

	Full value awards at universities (excluding trainee teachers) Per 1,000*	Full value awards at further education establishments (excluding trainee teachers) Per 1,000	Entrants to full-time courses of initial teacher training (excluding postgraduates) Per 1,000	Total per 1,000	Rank
GREATER LONDON					
Inner London	59	88	9	156	1
Barking	23	20	2	45	104
Barnet	162	141	9	312	1
Brent	89	168	12	269	2
Bromley	162	104	10	276	3
Croydon	118	78	13	210	4
Ealing	83	88	8	179	5
Enfield	84	88	8	180	6
Harrow	83	87	6	176	7
Hillingdon	121	116	11	248	8
Hounslow	74	46	7	127	9
Kingston-upon-Thames	76	71	4	151	10
Merton	130	88	10	228	11
Newham	122	84	10	216	12
Redbridge	32	46	8	86	103
Richmond-upon-Thames	178	128	11	317	13
Sutton	102	70	8	180	14
Waltham Forest	61	58	8	127	15
METROPOLITAN DISTRICTS					
West Midlands	81	86	7	174	16
Birmingham	81	79	8	168	17
Coventry	59	66	6	131	18
Dudley	29	40	13	82	102
Sandwell	108	76	12	196	19
Solihull	40	48	9	97	20
Walsall	40	48	9	97	21
Wolverhampton	58	84	11	153	22
Merseyside					
Knowsley	40	32	4	76	100
Liverpool	40	37	4	81	101
St Helens	71	86	10	167	23
Salford	108	88	11	207	24
Wirral	114	129	11	254	25
Greater Manchester					
Bolton	80	101	12	193	26
Durham	83	88	9	180	27
Manchester	52	88	9	149	28
Oldham	50	66	9	125	29
Rochdale	50	78	9	137	30
Salford	50	78	9	137	31
Stockport	130	61	7	198	32
Tameside	88	121	16	225	33
Trafford	127	77	9	213	34
Wigan	88	83	9	180	35
South Yorkshire					
Barnsley	39	58	10	107	36
Doncaster	47	71	11	129	37
Rotherham	52	54	10	116	38
Sheffield	58	76	10	144	39
West Yorkshire					
Bradford	70	102	12	184	40
Calderdale	78	86	11	175	41
Kirklees	88	88	17	193	42
Leeds	78	88	10	176	43
Wakefield	47	82	11	140	44
Tyne and Wear					
Gateshead	44	83	8	135	45
Newcastle upon Tyne	88	67	8	163	46
North Tyneside	82	107	9	207	47
South Tyneside	86	101	9	196	48
Sunderland	82	108	9	199	49
Cumbria					
Carlisle	82	73	8	163	50
Devon					
Exeter	88	71	8	167	51
Gloucestershire					
Bristol	116	85	9	210	52
Cambridgeshire					
Cambridge	108	80	9	197	53
Cheshire					
Cheshire	108	80	9	197	54
Cornwall and Isles of Scilly					
Cornwall	87	71	10	168	55
Cumbria					
Cumbria	88	88	10	186	56
Derbyshire					
Derby	88	81	9	178	57
Doncaster					
Doncaster	84	110	8	192	58
East Sussex					
East Sussex	84	72	8	164	59
East Yorkshire					
East Yorkshire	84	88	12	184	60
Gloucestershire					
Gloucestershire	84	88	12	184	61
Hampshire					
Hampshire	84	88	12	184	62
Hampshire and West					
Hampshire and West	84	88	12	184	63
Hertfordshire					
Hertfordshire	84	88	12	184	64
Humber					
Humber	84	88	12	184	65
Isle of Wight					
Isle of Wight	84	88	12	184	66
Leeds					
Leeds	84	88	12	184	67
Leicestershire					
Leicestershire	84	88	12	184	68
Lincolnshire					
Lincolnshire	84	88	12	184	69
North Yorkshire					
North Yorkshire	84	88	12	184	70
Northamptonshire					
Northamptonshire	84	88	12	184	71
Northumbria					
Northumbria	84	88	12	184	72
Nottinghamshire					
Nottinghamshire	84	88	12	184	73
Oxfordshire					
Oxfordshire	84	88	12	184	74
Shropshire					
Shropshire	84	88	12	184	75
Somerset					
Somerset	84	88	12	184	76
Staffordshire					
Staffordshire	84	88	12	184	77
Suffolk					
Suffolk	84	88	12	184	78
Surrey					
Surrey	144	88	9	241	79
Wiltshire					
Wiltshire	84	88	12	184	80
Worcestershire					
Worcestershire	84	88	12	184	81
Wrexham					
Wrexham	84	88	12	184	82
Yorks					
Yorks	84	88	12	184	83
Yorks and Humberside					
Yorks and Humberside	84	88	12	184	84
East Midlands					
East Midlands	84	88	12	184	85
West Midlands					
West Midlands	84	88	12	184	86
East Angles					
East Angles	84	88	12	184	87
Greater London					
Greater London	84	88	12	184	88
Other South-East					
Other South-East	84	88	12	184	89
South West					
South West	84	88	12	184	90
Wales					
Wales	84	88	12	184	91
REGIONAL SUMMARY					
North	84	88	12	184	92
Yorkshire and Humberside	84	88	12	184	93
North West	84	88	12	184	94
East Midlands	84	88	12	184	95
West Midlands	84	88	12	184	96
East Angles	84	88	12	184	97
Greater London	84	88	12	184	98
Other South-East	84	88	12	184	99
South West	84	88	12	184	100
ENGLAND AND WALES					
England and Wales	84	88	12	184	101

*Per 1,000 of a single year age group (an average of the 18 and 19 year age groups) of the estimated population for each local education authority at the middle of 1980.



The new Schools Abroad ski brochure with a whole lot more for '84

Schools Abroad
First for Skiing - First for School Travel

Schools Abroad is the top ski operator for schools - with some 70,000 skiers travelling to the top European ski resorts with us this year. Just look through our bumper new 120 page brochure and you will see why.

IF YOU ARE SKIING ON A BUDGET... We have lots of ways to help you!

- ☐ **Ski Bulgaria** - we have more low price ski courses to our exciting resorts in sunny Bulgaria at astonishing prices!
- ☐ **Ski Italy** - prices are still reasonable in Italy and we have extra capacity in Cervinia and La Thuile, more accommodation in Santa Caterina and have new centres - Foppolo and Madesimo.

We give you **top skiing** at **top resorts** at **sensible competitive prices**. In short you get **top value** for money from a privately owned independent company and caring team of school travel professionals.

- ☐ **Flexipackage** - save up to £20 on our already low off season prices.
- ☐ **Travel by Nightrider Coach** - save about £35 and let us whisk you to the centre by luxury coach with hot drinks aboard, reclining seats and a full length video feature film.

It's the skiing that counts

- Ski at the top with Schools Abroad

LETTERS

Graded tests popular

Sir - In your issue of January 14 it is alleged that the Inner London Education Authority's plans to introduce graded tests "have run into stiff opposition from teachers." This article does not seem to contain one solid fact - we are merely given the views of someone speaking for a particular group of teachers within one subject area - a group which would not seem to claim any real experience in either the construction or use of such tests.

I find this sadly counter-productive. May I, therefore, put forward a few facts on behalf of what, to the best of my knowledge, was the first section of ILEA to introduce graded tests on a voluntary basis - and did, so more than three years ago.

The picture is not quite so dismal as Mr Kimberley suggests. The de-

mand for graded tests sprang originally from the users. As the editor of the three levels of tests subsequently produced, I should like to pay tribute to the several bands of willing volunteers among London teachers (about 40 in all) who gave liberally of their time to help the cause. (I am happy to say that, with the national publication of the tests, they eventually did receive some slight financial recompense).

By coincidence, about the same number of other schools also helped Research and Statistics Branch and ourselves to evaluate the tests.

Although we are an ILEA institution, our own schools nevertheless have to buy our publications if they wish to use them. Hundreds of sets of the French tests are in use in 127 ILEA schools. The figures that I have suggest that the Level 1 Test has been taken by at least 80,000 pupils. These tests have official authority backing. All this enthusiasm was in part generated by the willing cooperation of the inspectorate and the Modern Language Centre.

We were encouraged by it to make graded tests an integral part of the Spanish course edited by a col-

league, which are proving equally popular. And we are now working on the first of the German tests, which will be an interesting experiment in that they are aimed at both secondary and adult pupils, the working party including a representative of the Goethe-Institut. None of this really seems to me to add up to stiff opposition.

One thing that slightly puzzles me is why it should be so much more difficult for so Mr Kimberley assures us - to identify the separate skills of English, than it is in French, German or Spanish.

However, take courage, Mr Kimberley - our Spanish tests will be both separate and combined.

On the question of anti-counterproductive division, precisely this problem has been attempted to overcome. The child, who is a poor reader, receives acknowledgement of his or her skills. The same child has the option of adding a certificate at a later date. We have created a series of achievement tests, all on credit, even if all do not. Alice-in-Wonderland prize!

JAMES LOCKEY
Senior Editor
ILEA Learning Materials



A scene from Central Television's *A History of Nature*, screened on Channel 4.

Critical errors

Sir - As the producer and director of the Crucible programme *A History of Nature*, I was dismayed by David Martin's review of this film (*TES*, January 21) which accuses us of ignorance, contempt for date and time, culpable misrepresentation, and a principled refusal of "hard" fact. And yet Mr Martin cannot point to a single factual error in the film, though he makes several mistakes himself.

Concerning Landseer, he writes: "It so happens that Landseer painted his scenes of animal life 40 years before the *Origin*."

It so happens that 40 years before the publication of *The Origin of Species* (1859) Landseer was 15 years old; does Mr Martin seriously believe that he painted his major works at this age? All the Landseer works we reproduced were painted within 10 years of 1859 and before accusing us of "a radical contempt for date and time", shouldn't Mr Martin get his dates right?

Concerning Stourhead, the commentary does exactly what Mr Martin says it should: this garden is connected with banking and the aristocracy are never mentioned in this sequence. And yet Mr Martin loudly asserts the opposite. Mr Martin asks: "How could they

link Marie Antoinette Boucher's *The Swing* and Handel's *Acis together under the heading 'A romantic view of nature'?"*

We don't. This period is described as a pastoral view of nature, which I still believe to be correct. And since Mr Martin accuses us of ignorance six times, shouldn't he know that *The Swing* was not painted by Boucher but by Fragonard?

What Mr Martin's long review leaves out is any discussion of the ideas which shaped the script.

In order to tell our audience about studies of nature, we ended with a list of books which had influenced

the film. These included *The Death of Nature*, Carolyn Merchant's account of the scientific revolution, and *The Dark Side of the Landscape*, John Barrell's analysis of pastoral painting. Why does Mr Martin go on and on about the ignorance of the film without once mentioning the sources we have bothered to acknowledge? Does he think it was wrong to be influenced by these books? Or does he believe we have misrepresented these authors' ideas?

MICK GOLD
Central Television
46 Charlotte Street
London

Value challenge

Sir - David Martin's intemperate review of *A History of Nature* in the *Crucible* Science in Society series on Channel 4, manages to miss the central thesis of the film, and the series.

The programme was an argument that nature is a concept which has meant different things at different moments over the past 500 years, that these meanings have not been arbitrary - but, rather, constructed in accordance with the needs and values of dominant economic and cultural forces.

Like "Portraits of Nature" second programme, "Nature" challenge to ideas about nature, which are widely pervasive in society. It challenged the science as immutable, and in my judgment, the programme was remarkably successful in giving a stunning variety and of visual detail with argument was both intelligent and cogent, yet simple.

Certainly in such a short time there are issues which might argue, and though I like to see expanded, David Martin's review is inappropriate in that the did clearly indicate the arguments further. I member such a revelation of before - and it is a television practice to be not ignored.

Certainly, in our work education in attempting to social policy issues through contemporary science new to people - we need programmes like this.

ALAN TUCKETT
Principal
Clapham-Battersea Adult Education Institute
Edgeley Road
London SW4

Teasing the 'ratebuster'

Sir - In "No marks for swots" (*TES*, January 21) you report Mr Glenn Turner's research into the "work restriction norm" in a comprehensive school, whereby pupils pressurize their peers against working too hard and those who fail to respond are labelled "swots".

The phenomenon is well known, and it occurs in industrial settings, where the swot is called a "rate-buster".

In his book Mr Turner finds the phenomenon rather puzzling and invokes some elaborate notions, such as "working-class values", to explain it. It is much simpler than that. If swots are tolerated there is a danger that the teacher (or the industrial

supervisor) will use them as grounds for increasing the work load for everyone, as Mr Turner's own data clearly show.

The practice is thus, from the pupil point of view, a rational defence against additional work demands and a restraint on uncontrolled competition between pupils.

When I was a sixth-former in a good direct grant school, my friends and I regularly teased the class swot, sometimes with what I now regard as dreadful cruelty. We all subsequently obtained places at either Oxford or Cambridge, where we saw just the same pressures being exerted against undergraduate swots.

When I became a teacher I observed similar pressures being exerted against over-zealous colleagues.

Mr Turner's research implies that this widespread phenomenon is something new and specific to the comprehensive school. Though the stigmatization of swots may be a deplorable practice, and one which teachers cannot afford to ignore, it would be to insist and unjust to imply that it is confined to the comprehensive school.

DAVID HARGREAVES
Oxford University
Department of Educational Studies

Too clever

Sir - May I refer to two articles in the *TES* of January 21:

● Mary Warnock on professors: presumably the peak of our intelligence. "The person who succeeds without effort is always the most admired. Visible exertion is neither gentlemanly nor ladylike."

● Nick Wood on Glenn Turner's study of student subculture. "The lowest form of life in a comprehensive school is the child who makes no secret of the fact that he is working hard..."

I am no expert and I confess I have not yet read Mr Turner's study (a typical English academic disclaimer), but I wonder whether he is not joining the ranks of painstaking (and therefore, of course, despised)



"Hiding intellectual effort"

Choice for blind

Sir - We much regret that the article "DES to cut number of schools for the blind" (*TES*, January 21) contained no reference to our paper

The Case for Special Education for Visually Handicapped Children, written on behalf of the old pupils' associations of the schools for the blind at Chorleywood and Worcester.

It could be argued that we are prejudiced, of course, but the public debate on the merits of mainstream or special schools for the visually handicapped has been very one-sided. We wrote in an attempt to redress the balance, and in our paper we say: "We do not seek a system in which special education is compulsory for all visually handicapped children, but we believe in parental choice."

Although we deal with schools for children of all ages, most of what we say is about Chorleywood and Worcester. The fact is that the facilities provided at these schools simply cannot be provided elsewhere, and the right choice of school does not only depend on whether a child is bright. Stress and good parental backing should not be underestimated, and those who support wholesale integration take too little account of other qualities needed for success in mainstream schools. Moreover, unfortunately many of them have little experience of the

young adolescent in a comprehensive school today, unlike the first signatory, who, although blind, has taught at all levels in a comprehensive school for nine years.

The idea that attending a special school means segregation in anything like the full sense is absurd today. Pupils are involved with their seeing peers in numerous activities, from rock-climbing to community service and from music (a great integrator) to canoeing. They also form friendships with families in their school areas.

There is much more to our case, and anyone seriously interested can obtain a copy of our paper, including a short bibliography of recent publications dealing with both mainstream and special education for the visually handicapped, without charge, by telephoning 01-868 0251 or writing to the second signatory at the address given. Alternatively, a fairly recent book (1978), based on vast experience but that leaves the reader very much to make up his own mind, can be very warmly recommended. It is *Visually Handicapped Children and Young People* by Elizabeth K Chapman and published in hardback and paperback by Routledge and Kegan Paul.

MARGARET C WILSON
KENNETH R WHITTON
32 Melrose Road
Pinner
Middlesex

Kingswood care

Sir - I had not thought to trouble you with any more letters about the Kingswood television series. We have almost forgotten it here, but since the series has been so important to us, I thought I would write to you. Dr Moran has twice seen fit publicly to thank the Almighty that his (sic) school is not like Kingswood - the second time in your letters column of January 21 - we feel entitled to ask him to enlighten us as to what it is we are doing wrong.

It is, perhaps the 74 per cent pass rate at A level which so evokes his (and apparently God's) displeasure? Or is it the fact that annually about 10 per cent of our students go on to university and polytechnics? Should we be ashamed of our musicians, I wonder, who annually compete, and constantly win at the Northamptonshire music festival? Perhaps our athletics and football teams should not so regularly win the town and district competitions? Or are we wrong each year, to raise a few

thousand pounds to spend on "disadvantaged" children?

Who can tell? The purposes of God and Dr Moran are, of course, inscrutable. The only clue one can gain from his (Dr Moran's) outpourings is that the concept of "caring" is very objectionable. Since his word was never once used in the entire series, Dr Moran's intemperate anger would seem to say more about him than it does about this school - or the television series.

Chuck it Jim! Stick to important matters like deciding who the school prefects are going to be, and what colour to have school uniform-socks next year, and let's all get on with our jobs in whatever way seems best.

BRIAN TYLER
Headmaster
Kingswood School
Gainsborough Road
Corby
Northants

This correspondence is now closed.

Equal chance

Sir - The *TES* front page article ("ILEA equality survey offensive", January 7) does not seem to refer to the questionnaire that I received and returned to the Inner London Education Authority. I chair the Inner London Teachers' Association equal opportunities committee and endorse the comment made by the ILTA general secretary, Bob Richardson.

Teachers' organizations were invited to comment fully on the questionnaire in its draft form. As a committee we went through this draft and the final questionnaire did incorporate some of our suggestions. We do not believe that any of the questions could be termed offensive.

Furthermore, as the questionnaire was completely confidential and voluntary, there seems to be no justification for labelling it as intrusive.

As a woman teacher, I personally welcome any serious attempts to analyse the reasons for the lack of equal promotion prospects as long as this information is used constructively to try and implement change.

SUSAN FARNFIELD
43 Skidmore Avenue
Isleworth
Middlesex

Kind cutlass

Sir - I would like to comment on your article "Sikh dagger... a suspension issue" (*TES*, January 21). It is wrong and insulting to refer to a Kirpaan - an article of the Sikh faith - as a dagger. To most non-Sikhs the term "dagger" is associated with a threatening offensive weapon.

Although the word Kirpaan is correctly translated as a "sword", it is important to know that it is a joined up or compound word made from two Punjabi words - Kirpa and aan, meaning kindness and respect.

In wearing his Kirpaan on his body a Sikh remembers the obligations he has chosen to undertake as a part of his discipline.

GURINDER SINGH SACHA
Honorary Secretary
Sikh Sabha
London East
100 North Street
Barking, Essex

Courses

MASTERS DEGREE/DIPLOMA IN SURVEY METHODS

Applications are invited for places on a two year part-time day release course leading to an MSc or a Diploma in Survey Methods. The course will provide a theoretical background and detailed practical instruction on all aspects of survey methods including sampling, interviewing, data processing and data analysis. The course is run by Social and Community Planning Research (SCPR), a survey research institute, in association with The City University.

Applicants should normally possess a first degree or its equivalent. Further details available from:

The Director
SCPR
Survey Methods Centre
35 Northampton Square, London EC1V 0AX.

City of Birmingham Polytechnic
Department of Art Education and Foundation Studies

The following courses (full-time and part-time) are offered to experienced Art and Design Educators and Art Therapists.

M.A. in Art Education
Diploma in Professional Studies in Education (Art and Design)
M.Phil/Ph.D (Art Education)

Enquiries should be made to: Head of Department, School of Art Education, City of Birmingham Polytechnic, Margaret Street, Birmingham B3 3BX.

EDUCATIONAL DEVELOPMENT ASSOCIATION
SOUTHERN SUMMER SCHOOL
PORTSMOUTH MANAGEMENT CENTRE

JULY 23-29
Advanced Primary Management
Leadership and Responsibility in the Primary School
Special Educational Needs
Computing in the Primary School
Curriculum and Organisation 3-6 years
Brochure from: Jean Flecker, 56 Mill Rd., Whitlsey, Peterborough, Cambs.
Telephone: 0753 203130
Please send first class stamp
Excellent Accommodation and Social Programme

SOUTH GLAMORGAN COUNTY COUNCIL

CARDIFF
WELSH CASTLES

4-Day Study Tours available
27-31 March, 24-28 July and 11-15 Sept.

288 (Hall-board) with comfortable single room accommodation at the Cyncoed Centre of the South Glamorgan Institute of Higher Education, Cardiff. Excursions, Admissions, Transport, included. Details available from Conference Officer, Cyncoed Centre, Cardiff CF2 6XD.

EVALUATION, MANAGEMENT AND THE UNDERLYING PSYCHOLOGY OF PASTORAL CARE

AN ADVANCED COURSE

WEDNESDAY 6th APRIL - TUESDAY 12th APRIL, 1983
Course Director: Douglas Hamblin

This seven day advanced course will explore methods of management and evaluation of a pastoral system. Participants will develop modules for the in-service training of form tutors and the development of the professional skills of heads of year or house. Examinations of the underlying psychological processes and factors within the school which facilitate or inhibit effective pastoral care will be given an important place in the course. Effective integration of the curriculum and pastoral aspects of the school will be stressed. Applications are invited from the senior management of schools. Experienced heads of year or house acting promotion and those engaged in in-service training. Participants will be expected to undertake preliminary work, including evaluation of pastoral work in their institution. Materials will be provided for this. Application forms and further details from: The Secretary, Faculty of Education, University College of Swansea, Haverfordwest, Swansea, SA2 7NB.

Courses

The CAMBRIDGE WEA/ UNIVERSITY SUMMER SCHOOL will be held in SIDNEY SUSSEX COLLEGE

FIRST WEEK
(Monday 25th-Friday 29th July 1983 inclusive)
THE AGE OF WILLIAM MORRIS
Artist, Author and Prophet

SECOND WEEK
(Monday 1st-Friday 5th August 1983 inclusive)
FROM BRIDESHEAD TO WIGAN PIER
English Society in the 30's

DURING BOTH WEEKS
TRAINING COURSE FOR TUTORS

For preliminary details write now to:
F. M. Jacques, MA
Secretary, WEA Eastern District
17 Botolph Lane
CAMBRIDGE CB2 3RE

NEW COURSE NEW COURSE
B.Sc. FURNITURE PRODUCTION

A unique degree course now available at High Wycombe. 4 year sandwich course with 1 year in the furniture industry, starting September '83.

For further information contact:
Head of School
School of Art and Design, Furniture and Timber,
Buckinghamshire College of Higher Education,
Queen Alexandra Road, High Wycombe, Bucks HP12 2J
Tel: HW 2241

NEW COURSE NEW COURSE

Maternal freedom

Sir - At a time when the right of women to work is under attack, it was unfortunate that Margaret Madsen should provide a headline ("Maternity leave can wreck havoc", *TES*, January 14) which can only fuel the argument of those who would see women, and especially those with children, back in the home.

Undoubtedly, maternity leave as it exists in Britain is unsatisfactory - for both mother and child. The "freedom of action" bestowed by Ms Madsen is either that of having to return to work, full-time, after 29 weeks (when many women are still not fully recovered from giving birth, let alone used to coping with a young baby) or to lose one's job. We have the worst maternity leave provision in Europe, excepting the Republic of Ireland. It is precisely

the short period of time allowed which militates against women being able to make a considered decision on their future, a decision to the benefit of themselves, their child and their school.

The answer is not to require a definite decision a month after the birth. This would be advantageous to all concerned. Maternity leave of one, or even two, years would ensure that women returned to a demanding job when they were physically fit, and schools could appoint a teacher in the meantime for a reasonable period. This could hardly be worse than the one-year (temporary) contracts now widespread in our schools, and such provision would give substance to the law's claim of equal opportunity.

WYN JEFFERY
9 Stanley Road
St Denys
Southampton

More than one

Sir - In the recent article in which Dr Jan Harding wrote about her concern over the small number of girls studying science and technology subjects (*TES*, December 31), she was described as being the only female university chemistry education tutor. This is not the case.

I recently contacted the education departments of all universities, colleges and polytechnics in order to assist the involvement of female lecturers on PGCE science courses. I identified four female chemistry lecturers, of which two teach in university departments of education. Interestingly, all four women work in London.

Females accounted for only 14 per cent of all the lecturers involved in PGCE science courses, and of these 40 women, over half were found in biology and a quarter in combined science.

Most PGCE science students receive all their science education instruction from men.

This means that, at the teacher training level, the input of ideas into science teaching from women is minimal, as it is at every other level as well. It is interesting to speculate what effect the presence of more women might have. Would they help to counteract the notion that science is a boys' subject?

Might they introduce new teaching topics and approaches that could more effectively encourage and motivate girls to continue their science studies?

MARGARET GODDARD SPEAR
Institute of Educational Technology
The Open University

No grant

Sir - On page 35 of today's (*January 21*) *TES*, I read that Peter Dawson of the Professional Association of Teachers' that the union would be requesting its grant to ACE, the Association for Educational.

ACE has never received a grant from PAT or any other teachers' association.

NICK DOYLE
ACE
18 Victoria Park Square
Bethnal Green
London

Peter Dawson says that PAT has been paying an affiliation fee to ACE since 1974. The affiliation fee would probably have been better than grant. Editor.

Sexist joke

Sir - Surely it is that question image attributed to "women" on the back page of the *TES* (January 21) which fuels the cartoon issue. If the caption had been "Thomson doesn't come again", Frank Bough, there would have been no joke.

For all the articles about sex and about sexual discrimination in education, when is *The Times Educational Supplement* going to lead in myth-breaking?

PATRICIA PERRIN
14 Frome Terrace
Dorchester

Letters for publication should be kept as brief as possible and on one side of the paper only. Editor reserves the right to amend them.

Gone to the wall

CHRISTOPHER DICKINSON

There is much to find commendable in Alan Weeks' article "Stand by your desks" (TES January 14). His criticisms of the military arrangements of desks in rows are particularly valid. In schools where rooms are shared by a variety of teachers, one inflexible classroom layout can be a serious obstacle to innovation. Having to rearrange desks at the beginning of a lesson is not a good start and can create an "atmosphere" which persists disruptively into the lesson. A layout which lends itself to a variety of learning/teaching styles is an attractive prospect, therefore.

The problem with the mural system advocated by Alan Weeks is that it will not find favour with the most influential inhibitor of school innovation, the caretaker. The mural figure will be the increase in graffiti on classroom walls at desk level and the increase in footmarks

and damage by feet to the walls at a lower level. It would not be long before a memo from the head was circulating to the effect that desks must not be placed against classroom walls.

More important, classroom management objections can be raised against the mural arrangement of desks. The teacher's awareness of what is happening in the room will be reduced by having an arrangement of desks that has pupils with their backs towards the teacher. Similarly unwanted pupil-pupil interaction will be increased in that it is possible for one pupil, unless at the end of a row, to talk to two other pupils without the teacher being immediately aware of the disruption. Disturbances that break the otherwise smooth flow of the lesson will also arise since small-group work and teacher-whole class interaction necessitate the movement of pupils as well as furniture. What is needed is a classroom layout which has the advantages of flexibility without the disadvantages of the mural system.

The following diagram illustrates one possibility. It is a classroom arrangement suggested by Avon's Resources for Learning Development Unit and is used in the Human-

TALKBACK

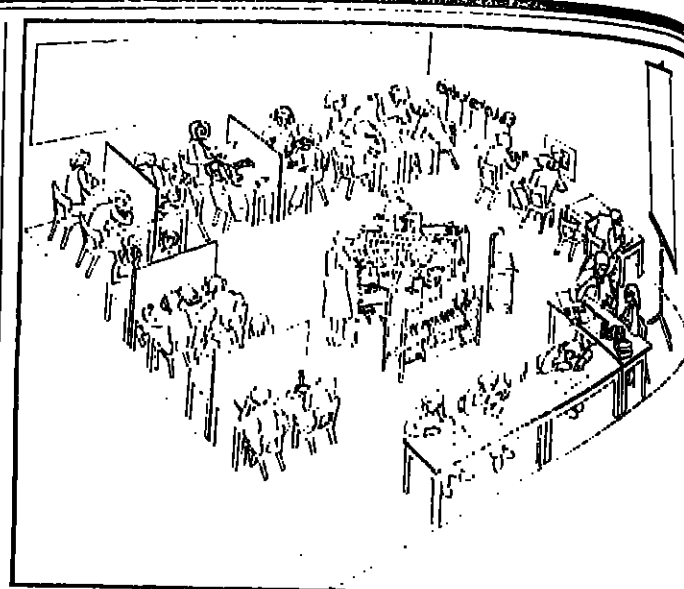
nities Faculty at Priory School, Weston-super-Mare with minor modifications to accommodate to the dimensions of the rooms.

The most obvious difference from Alan Weeks' suggestion is that the desks are not facing the walls on two sides of the room, but are at right angles to it. This has the advantage of lessening damage to walls while also allowing the teacher a clearer view of what is going on. Pupil-pupil interaction is limited by the positioning of boards between pairs of desks so that it is only easy for one pupil to talk to one other without attracting the attention of the teacher.

The use of boards in this way has two further advantages. It gives to pupils a degree of what the Bullock Report refers to as "psychological isolation". Distracting stimuli are cut down by approaching a layout that approximates to library study carrels.

Second, small groupwork can be facilitated by the quick removal of the boards without pupil movement taking place. It is fair to say that this only applies on two sides of the room, however.

With the teacher positioned in the corner of the room he/she can be



the focus of attention without pupils having to turn round chairs which also means they can still write at their desks. This is not the case with the mural system.

No one suggestion for a classroom layout will be appropriate for all rooms in all schools. The RLDU plan is one more possibility in addition to that suggested by Alan Weeks. One of

the tasks of the classroom manager to decide which, of many various, best matches teaching style and available space.

Christopher Dickinson is head of Humanities Faculty, Priory School, Weston-super-Mare. The RLDU is at Bishop Road, Bristol BS7 8LS.

Unheard protests

SUSANNE TURFUS

I was interested to read Diane Spencer's article "DES plan to cut number of schools for the blind" (TES, January 21), which dealt with the DES initiative in reorganizing schools for deaf and blind children on a national basis and the reported attitude of the National Federation of the Blind and Partially Sighted Teachers and Students.

Apparently they "see the reorganization plan as a golden opportunity to promote integration of visually handicapped children into mainstream education".

As far as the education of deaf children is concerned I would like to make it clear that the British Deaf Association does not share this attitude.

The Department of Education and Science has undertaken a national review of educational provision for hearing impaired children since, it is thought, the present decline in school rolls necessitates the closure of some schools thought to be non-viable.

Current research does not support the view that the need for schools for the deaf will diminish. Medical advances have made little impact in relation to the cause of deafness. In 50 per cent of all deaf children the aetiology is not known and a further 10 per cent have deaf parents, making a total of 60 per cent of all deaf children having causes other than known disease for their deafness.

The deaf population has remained constant in proportion to the hear-



ing population for the past 150 years and it is forecast that there will be a growing school population by the end of the 1980s. Therefore, it seems safe to assume that the need for schools for deaf children will remain.

The 1981 Education Act cites integration as an educational aim for children deemed to have special educational needs. However, successful integration can only be achieved if children are fully assimilated by the system.

Like many other minorities, the deaf community is opposed to compulsory incorporation in the community at large with consequent loss of identity - both individual and collective. Many integration projects being promulgated at present (See *Integration in Action: Case Studies in the Integration of Pupils with special needs* by Seamus Hegarty and Keith Pocklington with Dorothy Lucas. Published by NFER - Nelson 1982) are inappropriate for deaf children. They allocate school placements being isolated from each other and are unsuitable for severely and profoundly deaf children for the following reasons:

- They inhibit the acknowledgement of British Sign Language and the use of Total Communication in the education of deaf children.

- They place deaf children in danger of failing to attain a positive concept of self, based on acceptance of their deafness.
- There is as yet no clear evidence to show that severely deaf children being educated in this type of placement are succeeding.
- They result in pseudo-integration: by providing education for deaf children on the campus of a hearing school, some I.E.S.s consider they are pursuing the policy of integration. In fact what they achieve is not integration but proximity.

Integration becomes "localisation" (groups of deaf children physically located on the same campus as hearing children) without either group possessing sufficiently common communication skills to allow the integration to become truly "social" (groups of deaf and hearing children sharing social activities including eating and playing together). The most important aspect of integration - the "functional" - where deaf and hearing children are actually taught together for most of the school day is the most difficult.

Deaf and hearing pupils are placed on the same educational site without questioning too closely whether the deaf pupil will derive sufficient educational, social and emotional benefit from the provision. However, these issues must be questioned since HMI guidelines on integration state that a child should have access to 60 per cent of the curriculum of the school to which his or her unit is attached.

Hearing schools with units for the deaf attached fail to recognise an important aspect of education for deaf children - the incidental learning that occurs from pupil/pupil interaction. By placing deaf children in a situation where their contact is restricted their opportunities to practise social skills will be curtailed. If the DES and education authorities are really interested in achieving true integration of deaf and hearing children they must retain schools for the deaf.

Teachers of the deaf can formulate integration programmes for their deaf pupils by fostering contacts with their colleagues in hearing schools. Then both deaf and hearing pupils can be equally involved and enjoy co-operative. Given the right teaching strategies both groups will benefit.

There are deaf children who form a distinct group that requires specialist teaching. It is imperative that there should be no dilution of the educational services already provided for their special needs. Schools for the deaf whose staff and pupils can communicate effectively with each other (using sign language, speech, lipreading, sound amplification, reading, writing, mime and gesture) should be pointed out as models of good practice - not placed under threat of closure.

Susanne Turfus is education officer of the British Deaf Association.

Computer references

PHIL NEAL

When our school obtained a Wordstar V 3.0 word processing package for our 386Z microcomputer we soon realized it could be used to great effect in saving teachers considerable amounts of time. We are now able to produce a detailed "leavers' testimonial" in minutes (including typing time) and we are hoping that a further program will reduce that time even further by drawing information such as dates of birth, and examination entries from existing computer files and inserting them in the correct places.

Initially the idea of word processed testimonials was greeted with much scepticism and opposition. Many arguments were put against the idea and it was only after a practical demonstration that all the senior staff accepted the idea.

People's ideas on word processing are influenced by mail order companies who "personalize" their promotional material. Our system divides the testimonial into five sections; three sections are made up from standard texts, of which there are about 60. These texts cover attendance, punctuality, behaviour, examination, prospects, academic performance, general personality and future intentions of the pupil. Two sections require the tutor to write sentences or paragraphs on the pupil's interests, special abilities and more detail on personality.

Tutors are provided with summaries of the texts arranged in descending order of merit and attainment. Some thought parents would object if they discovered a computer had written their child's testimonial. But the computer had not written the report - it had merely typed comments written by members of the senior staff and selected by tutors - and if the testimonial describes the pupil accurately, there can be no cause for complaint.

Others were worried tutors would use comments "because they are there", rather than because they had thought carefully about the pupils.

This is a danger that tutors must be aware of; however, the carefully constructed comments should prompt tutors to discriminate more carefully between similar variants. Tutors have to decide which qualities they think the child has, without having to write a sentence or paragraph to include them. This will save a considerable amount of tutors' time as this is the time consuming element of writing testimonials. By providing texts, tutors can be expected to comment on specific aspects of a child's character which may otherwise be overlooked, or not considered to be important.



There is also less danger of a testimonial saying more about a tutor's relationship with the child than the child's actual performance and relationships within the school.

Texts on the word processor are well structured, and reduce the time needed for drafting testimonials and the many hours of precious ancillary time devoted to typing out school testimonials. We believe that the system can cope with about 90 per cent of our pupils and those that do not fit into existing texts can be catered for by composing new ones.

Phil Neal is head of resources at Manor High School, Luton.

Courses



NONRESIDENTIAL LAW AND BUSINESS GRADUATE DEGREE PROGRAMS FOR THE ACCOMPLISHED INDIVIDUAL

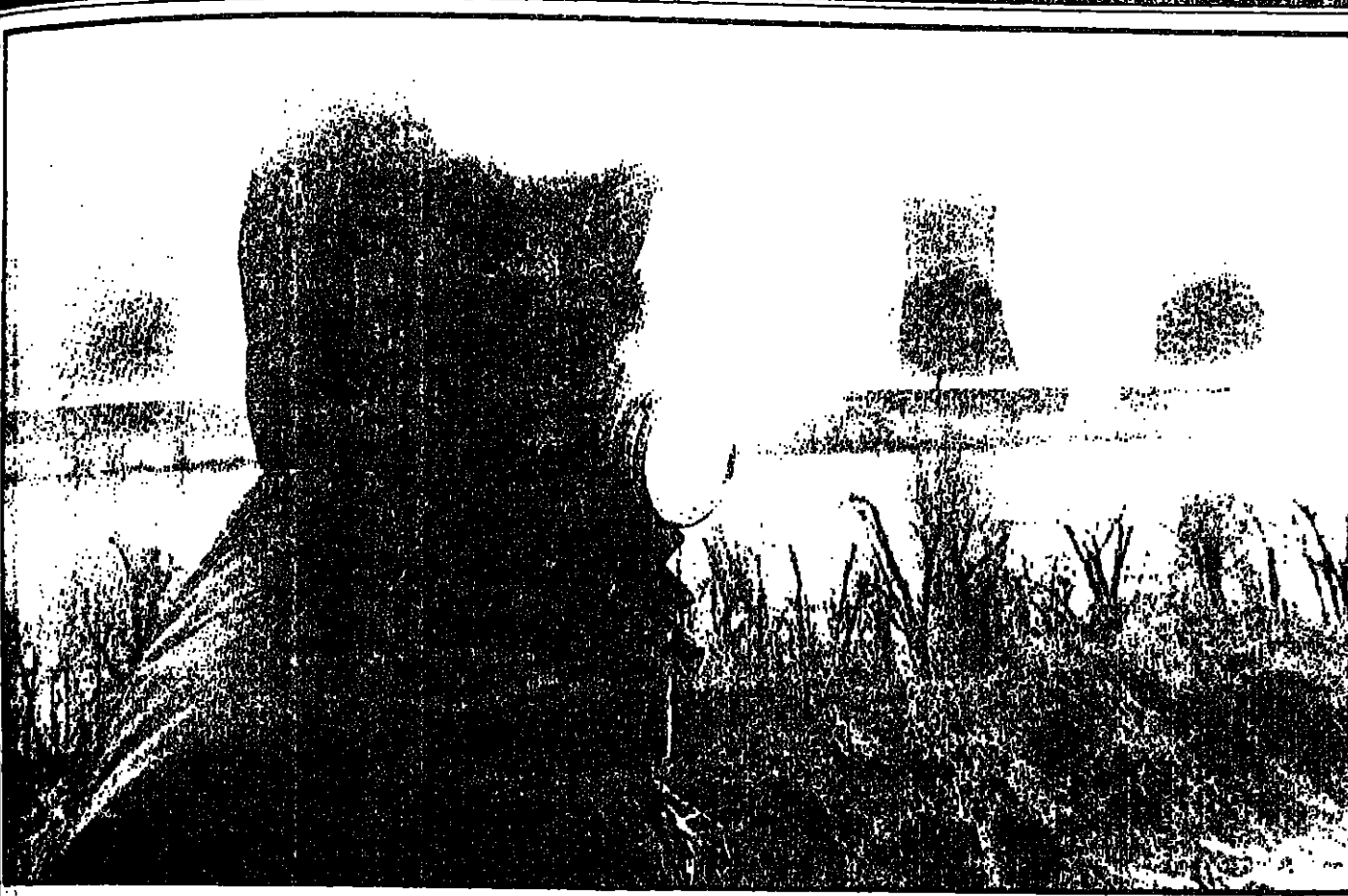
Columbia Pacific University, an approved nonresidential graduate university in the USA, has been authorized by the State of California to grant nonresidential JD and LL.M. degrees. The LL.M. degree is a combined JD and MBA or PhD degree program through the School of Law & Business.

Degrees are earned through a combination of full academic credit for the law and business studies and completion of an independent study project and comprehensive examinations. The time involved is approximately 24 months, with a 12-month intensive period. The cost of the program is \$20,000-\$30,000.

Columbia Pacific University is an approved nonresidential graduate university in the USA. It is a member of the American Bar Association and the American Association of Law Schools. It is also a member of the Association to Advance Collegiate Schools of Business International (AACSB).

M. Bloom, J.D., Dean School of Law & Business COLUMBIA PACIFIC UNIVERSITY 1415 Third St., Suite 2000 San Rafael, California 94901 USA

FEATURES



Atomic age

Jon Turney looks at the effects on teenagers of TV reports on the Three Mile Island accident and assesses the implications for science teachers.

viewers than any other section of the audience - far from the stereotype of the lethargic teenager slumped in front of the box, Ryder portrays his subjects as busy trying to make sense of a complex, adult world through their experience of TV news and whatever else comes their way. True, it sometimes proved hard to demonstrate this. Ryder's early attempts to get a reaction to longer science programmes, to listen in on the dialogue he believed was in progress, only elicited the sullen silences and dismissive grimaces familiar to any teacher.

First responses to the chosen news item were also discouraging, as a single run through seemed to make very little impression. But eventually, by putting questions at strategic points and repeating the recorded sequence, he found that his non-academic, and avowedly non-scientific students were able to construct arguments about nuclear power prompted by what they had seen.

The subjects' initial hesitation is less surprising if you watch the broadcast, which went out when civil defence authorities were still debating whether to evacuate 200,000 people from around the crippled reactor. Three men, Kenneth Kendall, Martin Bell, and BBC science correspondent James Wilkinson, give an introduction, an on-the-spot report from Pennsylvania, and an account of what might have gone wrong with the reactor's cooling system.

Watching the videotape once, from Kendall's "There's better news tonight from the US where the danger of a disaster at the Three-Mile Island nuclear reactor seems to be receding..." to Wilkinson's conclusion; "In Britain, politicians may well insist on a second look at plans by Britain's nuclear industry to develop pressurized water reactors here", it seems to follow an orderly sequence, without loose ends. It has the seamlessness of most TV news.

But it doesn't take much further thought to realize the extraordinary degree of compression a four-minute exposition like this demands, and how much background knowledge, however vague, one brings to bear, how many issues it might touch on. Although Ryder's theoretical framework is sometimes cumbersome, his minute dissection of the film does show the many-layered complexity of the item, and of the

possible responses to it. On the surface, he judges that the item does not try very hard to arouse the "uninformed" viewer's interest. He suggests that "its overall force is to dent with the topic in such a way as to diminish any fears the viewer may have". It assumes the viewer, "Responds readily to a latinate vocabulary with some engineering jargon, that he can sustain attention through a series of about 10 cause-and-effect links within about 30 seconds and that he can contribute some theory."

So what did the subjects make of it? Ryder's contention, from their recorded responses, is that the item "drops into an ongoing debate they have already developed in a considerable detail. It is as if their culture was well tuned to identifying problems, looking for solutions and making their minds up". The evidence for this claim rests largely on his qualitative analysis of individual conversations, but some extracts from recordings taken at different stages of the project give the flavour of this "debate" among the teenage viewers. A group of boys in Leeds, talking about the item to a friend who had not seen it, raised all these issues, among many others: reactor leaks, conflict between profit manufacturing standards, coal and gas reserves, cost of a solar furnace, effects of radiation, energy demand and germ warfare.

The list was compiled by Ryder, from exchanges like this (a), "and they need sunlight like in the American desert. They have a mirror with the sun focused on it..." and especially

"The science curriculum seems detached from the crunch decisions of a complex political and technological society... students leave school unable to describe how they get hot water or how sewage is processed."

Britain. (b) "Some countries have hardly any sun so how could you do it? With rain - you don't get enough sun in Britain." (c) "If the scientists would get their brain box working they should have some power." From whole conversations of this kind, full of conflict, point-scoring and half-formulated or half-understood ideas, Ryder builds his case that the boys are trying to grope their way to a satisfying position on a whole range of complex issues.

Above all, he finds that the set of questions the item raises is far larger than the set answered in the programme script. When another group of girls were asked what a scientist might explain just before James Wilkinson's portion of the film, they came up with the following questions: How did the accident happen? What do people think about it? Would it happen in this country? What chance is there of clearing it up? How do we stop it? How far do we have to move out before it's safe? Where will the people go? How will they evacuate?

With further prompting, they went on to raise questions about radiation, cancer, danger of explosion from the hydrogen in the reactor, effects on food, and other health problems. Ryder comments: "It is cause for considerable thought that a group for whom the relationship with academic science must be described as one of mutual rejection can generate so many scientifically related questions."

This point is that the news bulletin itself only attempts to answer one of this list of questions - How did the accident happen? And the school curriculum offers few answers either, even though the issue clearly stimulates these viewers to think more deeply than their experience of science lessons. Some of the subjects needed are probably neglected to avoid misunderstanding, Ryder suggests. For example, he found these viewers knew hardly anything about radioactivity, and even less about its effect on health. "It is as if there is a reticence to talk about it to avoid creating unnecessary fears - the result is that myth abounds."

On the deeper issues, Ryder does not underestimate the difficulty of doing the subject justice in school. He recognizes that including the ideas needed to prepare viewers for an item like this in the curriculum would involve topics like risk, proof, and the law. For instance, "The method and burden of proof in science, in English law and in American law are all different. A curriculum to cope with this would challenge the ability of the ablest teacher, extending deep into science, mathematics, the media and the way the quality of argument involved in law differs from the quality of argument in science."

However, he does hold that the school syllabus could be modified to help develop the conversational and argumentative skills needed to develop the debate which he finds exists independently of the normal classroom currency. In particular, he is highly critical of the focus on agreed laws and theories of science at the expense of studying controversial issues, which would engage with the pupils' existing concerns. Traditionally, this kind of topic comes later, and bringing in a subject bristling with as many problems as nuclear power before instilling basic physics is an unworkable inversion of hallowed practice. Against this, Ryder argues that "a curriculum which doesn't focus on disagreements would appear to cut its students off from participation in crucial dilemmas of modern life."

This produces the difficulty in unpacking the assumptions of a typical television item which Ryder's study documents. In his final chapter, he elaborates on the changes needed to help overcome this. First, there is argument, an "absolutely basic skill which seems to go by default" in the modern curriculum... "argument where it occurs is not picked out and inspected, it simply takes place within the disciplines".

This means that "a dangerous gap" exists, "where the skills that contribute to successful performance in the media seem to be the possession of a very small group". This gap, Ryder argues, can only be narrowed by teaching argument, and the ability and confidence to think on one's feet. "The answers offered by the media would then be seen in the appropriate logical light: that of tentative suggestions rather than binding conclusions".

More specifically, he reiterates that "the science curriculum seems detached from the crunch decisions of a complex political and technological society." But even though students leave school unable to describe how they get hot water or how sewage is processed, Ryder suggests he has shown "some are capable of understanding in outline how a nuclear power station works".

However, this is not likely to happen in school at the level these pupils reached while the science curriculum remains "dominated by a serialist building-block approach... the length of the series is too long to reach the important decisions either before children leave school or before they are alienated from science".

Ryder's interpretation of his subjects' responses to the report of Three Mile Island leads him to call for "a serious attempt to devise a curriculum that works back to concepts from 'wholes', that is from problem situations". From his report, I think he might suggest that the Sizewell inquiry, into a reactor similar to the station at Three Mile Island, could well be a good place to start.

Science, Television and the Adolescent by Neil Ryder, free from the Fellowship Officer, IRA, 70 Brompton Road, London SW3 1EX. Jon Turney is science correspondent for The Times Higher Education Supplement.

Journal of Evaluation in Education
Quarterly £10.50 pa
Covering a range of National and Local Developments.

NEW PUBLICATIONS:
1. EVALUATING THE ENGLISH DEPARTMENT
To be followed by:
3) HUMANITIES 4) SCIENCE
5) LANGUAGES 6) CREATIVE
7) PASTORAL

And a further series on Evaluation in Post 16 Education/Training.

CONFERENCES:
Further information on the 1983/4 programme available from the address below.

7 Ledward Lane, Bowdon, Cheshire WA14 3AD

FEATURES



Sheep may safely graze

Michael Houser looks at the vegetarian boarding school where local authorities send pupils in need of a gentle environment.

Letchworth was Britain's first garden city; started in 1903, it was the realization of the ideals of Ebenezer Howard, the utopian planner and theosophist.

In 1915, it became the home of the Garden City Theosophical School, established by the Theosophical Society, a nineteenth century Anglo-Indian movement which combines internationalism with various Hindu beliefs. Like its habitat, the school was to be pioneering: non-compulsory lessons, sandals and shorts in place of uniforms, an all-vegetarian regime, no corporal punishment, self-government and most during of all for the times, coeducational boarding houses instead of the customary single-sex dormitory. The school represented a reaction to what its founders regarded as the rigidity, authoritarianism and false values in English education.

The Garden City Theosophical School is no

more. Its name changed to St Christopher School in 1920; a decade later, its formal links with the theosophists were severed. Now in its sixty-ninth year, St Christopher School has expanded from the handful of theosophists' offspring to 450 pupils today, varying in age from 2½ to 19 years, half of whom board. Over the years, St Christopher has attracted pupils of 40 different nationalities - 20 overseas nationals and 70 British pupils whose families reside everywhere from Katmandu to the Solomon Islands at the moment. And more than a quarter of its boarding places are paid for by a dozen local authorities, (mainly Hertfordshire and London boroughs).

It enjoys a considerable reputation as a family school; and this is what attracts l.e.a.s, who prefer to send their "schoolphobes", their socially maladjusted, needy or handicapped pupils there. Chronic asthmatics are said to find the relaxed atmosphere and absence of

competitive stress at St Christopher therapeutic; hydrocephalics who suffer severe headaches, and children who have become severely withdrawn as a result of violence or bullying elsewhere, are said to appreciate the sheltered environment.

St Christopher is also a family school in a more literal sense: as one of the very few schools in Britain educating pupils aged 2½ to 19, it can accommodate all brothers and sisters from a single family at the same time - provided that parents are able and willing to pay £260 a term for Montessori education (2½-6) £710 a term for junior (day) schooling and £1,370 a term for the over-12 boarders. The youngest boarders are seven to eight years old and two-thirds of the 320 senior school pupils board.

Until very recently, St Christopher was a family school in yet another sense. Between 1925 and 1980, the school's fortunes - in every sense of the word - were tied to one family: the Harrises. Lyn and Eleanor Harris ran it from 1925 until their retirement in 1953, after which their son, Nicholas King Harris, a former pupil, took charge until his untimely death in a car crash in 1980 (a traumatic event which shook the school to its foundations).

St Christopher is now, in a sense, in a state of transition. Colin Reid, the present head, took over only two years ago, having no previous ties with the school. He came from Atlantic College where he was instrumental in the development of peace studies. But the character and distinctive qualities of the school are rooted in the personalities of the Harrises. The governing body, which consists entirely of former pupils and staff, is still chaired by Stephen Harris, another scion.

Locally it is regarded as rather libertarian. As one of the school's "major officials" (seven pupils elected each term, including head boy and girl) told me during "Fishe" (official) tea, the weekly working dinner they have with "Colin": "On the way from the station, a taxi driver once asked me if it was true what he'd heard about Chris... that we're allowed to smoke in lessons, that we have riots all the time? Just because the school is progressive and the locals see the occasional kid from Chris smoking in town, they think it's chaos up here all the time".

St Christopher inaugurated what was said to be Britain's first parent-teacher association in 1920, still known as Parent's Circle. For a boarding school with so many overseas parents, membership is remarkably high (60-70 per cent). It meets twice a term; the £600,000

theatre-sports hall and vegetarian canteen which has just been inaugurated, designed by a parent. Another, the recent he will give in the theatre to help it. St Christopher also remains the only of its kind in Britain with an all-vegetarian regime.

In practice, St Christopher is a halfway house between the radical and the traditional, which may explain why in addition to the l.e.a. pupils there are more than a dozen in the senior school who have transferred from Summerhill and from Steiner schools (Steiner was a theosophist). What is commonplace now, and St Christopher's is its ideal and the nature of many of its pupils have forced certain compromises on it.

Contrary to the fertile imaginations of the locals, smoking is not permitted anywhere on campus, not even for six group (the six form) pupils who are otherwise allowed to smoke in their single-sex dormitories. Alcoholic drink is also frowned upon. But are in line with the school's concern for physical health and consistent with its wholehearted vegetarianism and physical activities (a daily morning walk at 7.15 and compulsory games even in six group) rather than any notions of social propriety. Everyone's first names and dresses as they play, although lessons are now compulsory. Even though St Christopher is six times the size of Summerhill, sufficient organizational flexibility remains for every pupil to have his timetable in the senior school.

The school's five boarding houses are coeducational and family-centred, each with "house parents" who are given a large measure of autonomy ("as long as things are going well", one put it) and a distinctive role in social education. Apart from the 10:15 ratio, one reason why the boarding fees exceed £4,000 a year is because the school refuses to countenance dormitories: its expensive business housing 225 children in coeducational homes each with its own garden (5½ acres in all are under cultivation), providing breakfast and supper for its boarders. Everyone eats the main meal at midday in the school dining hall.

Self-government was another original principle still alive in the School Council, which includes an Amnesty International support group, drama, a relief committee which has been in existence since the Spanish Civil War, a recently resurrected CND group and Save the Children sponsorship which dates back to 1927. As Japanese schools, the pupils are also responsible for cleaning their own classrooms, bedrooms, and in the senior boarding houses, senior pupils lead the work teams which clean, serve meals and clean rooms.

Contrary to some local impressions, the school may be a problem, as in many boarding schools, drugs, glue sniffing and violence are not.

"We try to set up an atmosphere in which they socially educate each other, where they learn the problems of trying to run a community, to behave decently towards each other", according to Heather Moore, one of the longest serving members of staff who with her husband John has spent virtually the whole of her adult life as a St Christopher houseparent. But she adds: "We can't go pioneering on a before indefinitely. Eventually you reach a



point where there's too much insecurity for the kids if they have to make all the decisions. On this issue, I think we've gone about as far as we can... and should".

Given St Christopher's brand of tolerance, when pupils feel for the boundaries, self-government has not worked with all pupils. Half a dozen leave the school each year, not always voluntarily.

Although entry is considered at any age, there is no open door policy. Colin Reid said: "We must be quite selective about the children we take because we are not a special school, nor do we have their staffing. Our fees are just over £4,000 - in a special school they are between £14-16,000. We have to rely on those children who come to us under this heading being carried along by the general



ide and feeling that they're accepted".

Rules and a range of sanctions to enforce them have evolved as the pupil population has grown and become more diverse. Apart from the overseas pupils, the l.e.a. pupils, the vegetarians (15-20 per cent) and the occasional theosophist, St Christopher's broad intake includes a few children of celebrities and political refugees; although the ability range is said to be as great as in a comprehensive of comparable size, in the main parents of day children are drawn from education and the professions, and the parents of boarders from business, the media, overseas development and the diplomatic corps.

A relaxed, informal, happy atmosphere is readily apparent to visitors. High jinks which break the boundaries can result in work-inches, gaiting slips, fines and among senior pupils, loss of particular privileges: the "li-

cence" which allows them to study in their rooms outside prep hours (6.30-8.30), the "tally", which allows them out after hours. The original antipathy to all forms of corporal and retributive punishment remains. Rustication is used only in serious cases and after repeated infringements; SSS (special study sessions held on Saturday mornings... there is no school on Saturdays) is invoked when a pupil falls behind on weekly assignments.

Vegetarianism at St Christopher has had a fairly low, almost defensive profile in the past. The regime is lacto-vegetarian, which means that although all flesh and fish are prohibited, eggs, cheese and milk are not; roughly a fifth of the pupils come as vegetarians. About a quarter of the staff, including Colin Reid, are vegetarian though an agreement to observe vegetarianism on campus is written into all staff contracts. There is little

FEATURES



proselytizing about vegetarianism and the regime is accepted naturally.

Muesli and wholemeal bread for breakfast is commonly followed at lunch times by ratatouille, vegetable flapjacks, hummous and pita bread, vegetarian curries and always a choice of 10 different salads. The school keeps its own bees (Parents Circle sells the honey) goats and hens. It raises its own apples and many root vegetables and the cereals used are always whole grain (whence "wholefood"). The vegetables must be free from artificial fertilizers and dairy products from chemical additives. St Christopher has been the focus of numerous nutritional studies which have pointed to its low incidence of skin and weight problems and a rate of common illness a third the national average.

The school has just inaugurated its new Vegetarian Education Centre, which houses

cooking facilities for 20 and a resource centre providing information on alternative diets and nutrition. In its human studies courses and in domestic science teaching (among the most popular courses offered) St Christopher's vegetarian commitment is becoming more formalized, the soft sell becoming harder - although the arguments now are as much economic as moral and nutritional.

Margaret Armitage, who teaches all the *cordon vert* cooking, has recently submitted a mode 3 vegetarian cookery course to the AEB in the hope that her pupils will be able to sit a domestic science O level for the first time by 1984, something previously denied them by the rigidity of meat-based GCE syllabuses.

Apart from the Montessori school for the 2½-6 year olds, which eliminates the conventional playgroup nursery school infant school division, the classroom at St Christopher is currently its most conventional element.

There are some unconventional features further up the school; oril French, for instance, begins in the first year of junior school (age 6). Competition is assiduously discouraged in the senior school and specialization is delayed as long as possible.

Arts and science subjects are not segregated nor is there any subject pairing; creative subjects are strongly encouraged - the school has a growing reputation for theatrecraft and like games, a general studies programme is compulsory for all sixth formers.

Yet for all this, the curriculum, the school-day and most classroom teaching are not essentially different from what you might find in any Hertfordshire school, apart from languages, which are available on demand (Persian, Greek and Chinese are currently taught, over and above the conventional offerings). Though there is talk of restructuring the craft-work guilds that existed 60 years ago in the school, the breaking down of subject barriers which was a founding ideal of the school is not much in evidence. Two-thirds of the fifth formers continue into six group and of these, upwards of 90 per cent then go on to higher education, the arts and professional training; St Christopher is not immune from the paper chase.

Armstrong Smith, the school's first head, once said of the school: "It is not part of our intention to turn out cranks or fanatics or prigs. We want our children to go out into ordinary life and be ordinary people". Sixty-nine years on, so far, so good.

A woman's place

Girls who want an industrial apprenticeship have to be prepared for disbelief, disgust and merciless horseplay Susan Thomas finds.

Girls who want a job that is well paid, varied, interesting and satisfying should try for an apprenticeship in industry, according to a cheerful group of young women welders, engineers, painters, fitters and turners who attended a recent YWCA girl apprentices course in London.

"You get so much satisfaction out of the job," said Tracey, a welding apprentice from HM Naval Base at Devonport. "I see a ship on television and I think... I had a hand in making that! It's great!"

"Teachers should be encouraging girls not putting them off," said Sam, a diminutive electrical engineering apprentice from the same yards.

The course was the fifth in the series and part of a three year research project funded by the Department of Education and Science on *Girls in Male Jobs*. The project considers the emotional and social implications of girls in industry and how they cope with the problems of working in a traditionally male world. Incidentally, it shows up the social and academic discriminatory practices still common in many schools and the woeful lack of informed careers advice for girls. "I had a five minute (careers) interview, I went in to talk about electronics and came out with leaflets on nursing," said one girl.

The apprentices, a lively bunch - "... and we're definitely not all butch or women's lib Vickers, Ford, ICI, and Marconi, who employ girls and appreciate the difficulties of being the only one on the shop floor. Employers say they gain confidence hearing that everyone faces the



same problems of teasing, frustration and prejudice.

But though the group talked of horseplay and mick-taking, the resentment of other workers that they should take a man's job and their own irritation at being taken for an "easy date" or told a woman's place is in the home, they exuded maturity, a positive attitude to work and determination to finish the course well. They see apprenticeship as the starting point of a varied working life, a degree in engineering or even,

emigration - have welding rods, can travel. No one regretted her choice of work.

That was the good news. The bad news is that almost without exception they were unprepared for the work experience. Only three of the group had studied physics. "There were 90 of us in the fourth form and only 30 could take physics - if you were thick you had to do general science." "Girls were discouraged from doing physics. I did environmental chemistry - very nice and quite useless." "We couldn't do metalwork - unless a boy would swap and do needlework." "I never did any technical drawing till I got to college - it has been a big disadvantage."

Schools don't come out well as unbiased careers advisors either. "My headmistress was absolutely shocked when I went to ask her about work in the yards. She said 'We get literature from them but always throw it straight in the bin'."

Often it is the parents who find out that girls are eligible for manual trades. Teachers react with amusement, disbelief or disgust. "They informed me that it was abnormal for a girl to do a man's job. As it was a girl's school I should do an office job. They were very surprised when I was accepted" one girl wrote on her questionnaire.

Teachers frequently try to talk the girl out of her choice on the grounds that she could do better for herself. "They said if you're interested in electricity you should do a degree in engineering but lots of my friends are only doing degrees because they can't think of anything else. I'm enjoying the work, doing something useful and not wasting government money."

Where a girl did get support at school it was more often from a subject teacher than the careers staff, from the male teachers and older women (who tended to say "women did that during the wars") rather than younger ones.

"It is very clear," says Sarah Simpson, the YWCA's further education officer, "that those girls who do manage to make this difficult career choice and persevere in a 'male' job are those who have the support of their parents and were encouraged by at least one teacher at school."

With girl friends looking down their noses at

such unfeminine behaviour and boy friends sulking because "their" girl has chosen to work with a lot of men, they need support from someone. Hardest to bear is the constant mick-taking of the male apprentices.

A few girls, victimized by the lads, have left. Most survive pockets full of maggots or oil, being set on fire or dunked in icy baths and learn to give as good as they get.

"In the end the boys either give up or grow up, then you can be real friends. Some of the older men resent us but mostly they're protective - treat you like a daughter or granddaughter." As for supervisory staff "some hate all apprentices and girls in particular but you learn to keep quiet and grow up. Most of them are fine."

Academically the girls do well, grimly determined to outshine the boys. Employers like to have a girl on the course because it raises the standard all round. As for brute strength - "There are plenty of wee little lads around, much weaker than me and there's some fine big lasses."

It is in the area of personal relationships, communications and leadership that the girls need most help and encouragement, says Sarah Simpson and she organizes the YWCA course accordingly.

The five day event included videoed role play and interviews, group discussion and visits. At the end of it all they wrote a letter to a hypothetical 13-year-old about to make her option choices. Marion, a mechanical engineer in the dockyard wrote: "... the opportunities are wide if you are prepared to work hard. There is the possibility of university after your apprenticeship if you work at your college subjects."

"As for your options, I would advise physics, metalwork and technical drawing. I would ask you to think very seriously about choosing a trade. It is not a soft touch and you will encounter difficulties but you may find the rewards of a job well done make up for all the problems."

Teachers take note. One of the speakers had retired from teaching to become a carpenter: "More rewarding and less stressful."

New talents, new directions

Today's literary magazines, most of which are kept afloat with taxpayers' money, offer a rich fund of material for English teachers, and collectively represent a valuable pointer to the health of tomorrow's literary culture. John Wain, poet, novelist and critic, takes stock

Encounter London Magazine

Before getting down to the field in general I ought to say that in my opinion, our two senior magazines, *Encounter* and *London Magazine*, both founded in 1953, are still the leaders. *Encounter* I take to be an invaluable forum for the discussion of general ideas. It began as a rallying point for such of the Western intelligentsia as were anti-Stalinist (and surely to be anti-Stalinist in 1953 was to be taking a stand that has been amply justified by history), and editorially it still bears the traces of this, but not I think to its stultifying extent. The literary side, which ought in theory to benefit from being juxtaposed with these wider general discussions, has in recent years become less interesting than the rest of the magazine, more predictable, more inward-looking, more conventionally based in the London literary establishment. *London Magazine*, concentrating entirely on the arts and belles-lettres, offers more surprises and a better range. After neglecting it for some years I returned to it recently and was pleasantly surprised to find it not at all an extinct volcano.

Our business at the moment, however, is not with these two pillars but with the landscape around them.

PN REVIEW

the bi-monthly magazine of poetry, translation, essays, reviews and features.

General Editor MICHAEL SCHMIDT
Editors DONALD DAVIE and C. H. SISSON

"I can't think of a current literary magazine that's more spirited, catholic, and distinguished." — Richard Wilbur

"PN Review is a real poetry magazine: it is always interesting, it is hospitable to different kinds of poetry and to different points of view, and it prints work by most of the best practising British poets." — Thom Gunn

"Poetry Nation Review both honours and belies its proud name. It is, today, the most incisive voice of a vision of poetry and the arts as central to national life—a vision with a vividly British quality. But it is also an international meeting-place, a denial of parochialism as are things deep-rooted." — George Steiner

It is the liveliest magazine of poetry in the language.
Donald Hall, *Parnassus*

POETRY NATION REVIEW

208-212 Corn Exchange
Manchester M4 3BQ

Annual subscription (six issues) £9.90 (£11.90 institutions) to
PN Review, 208-212 Corn Exchange, Manchester M4 3BQ.

Single copies @ £2.00 (trade terms apply)

I should like to subscribe to PN Review and enclose a
cheque/P.O. for £.....

Name.....

Address.....

are all sent

"Literary magazines are useful for many things. They enable the reader to study form, to see who is writing better (or worse) than of late, or taking off in a new direction, and to sample new talent that has not yet arrived itself with a regular publisher—perhaps never will, and yet has produced something genuinely fresh and valuable. For the writer, magazines are not only a market and gathering place but—most valuable—break down the isolation of the individual and cross-cross the stony field of self-dedication with irrigation ditches.

The foremost Anglophone man of letters of our time, T. S. Eliot, did not shrink from the routine work of running a magazine for something like 16 years between the wars. The *Criterion* tended to foster writers with something like Eliot's point of view, "modern" in literature but centre-right in social and political outlook. Meanwhile, the new generation of poets who owed so much to his work were publishing in *New Verse* and *New Signatures* while further to the left was *New Writing* with its tradition of social reporting and progressive nationalism. In outlying positions were magazines with specific interests, from *Serjeant to the Countryman*.

Where are their successors? Will the literary magazines of today look anything like as interesting in retrospect?—and, setting retrospect aside, what are they doing for us here and now? I have been slowly munching my way through some recent issues, and offer here a few notes on the experience."

Poetry Review PN Review

At the outset one finds oneself, again, balancing two names, *Poetry Review* and *PN Review*. The latter started as *Poetry Nation*, a bold musthead after the years of fragmentation and sectional interests, and still keeps an impressive range and sweep. The day-to-day editor is Michael Schmidt, who runs it as an adjunct to his successful Carcanet Press, and behind him are two senior figures, Donald Davie and C. H. Sisson, both of whom contribute substantial editorial material. In No. 29, in characteristically interesting and level-headed on the subject of the English language, which has now bloated to a size which accommodates numerous specialized idioms, so that writing a decent style

is largely a matter of gazing at the carpet until the eye picks out an intelligible pattern and then using that pattern for the particular purpose one has in mind. "The real problem," he writes, "is to keep alive, amidst the almost overwhelming institutional pressures of our time, a language which will really serve in the ordinary, unforced, unpaid exchanges between people. Not what will be tolerated by a large audience on radio or television, not what will look plausible in a PhD thesis, but what can sensibly be said by one person to another, without hope of public or reward, is the true basis of literature."

Dr Davie, for his part, contributes an Editorial to No. 28 which makes many interesting points, though it is marred by two faults which have unfortunately dogged Davie's critical utterances and may have their origin in his Cambridge beginnings—self-importance and the need to turn his own preferences into moral imperatives. "Charles Sisson and I... are in a position to know what we all owe to Michael Schmidt—meaning by 'we' everyone in the English-speaking world who conceives of imaginative writing as more than an optional self-indulgence." So where you have it—if you don't go along with Mr Schmidt's decisions you are accused of frivolous self-indulgence and all the rest of the catalogue. It might be Leavis over again.

As it happens I do go along with many of Mr Schmidt's decisions and have solid respect for what he has been able to achieve both with Carcanet and PN. The move to Manchester—more than ten years ago now, I suppose—was probably a wise one, getting clear of the gravitational pull of the metropolis. I have the impression that, if ever the full story of that new start and the first few years in the north comes to be told, the name of C. H. Cox will occur a good few times. Professor Cox, certainly gave the twin fledglings of Press and Review some unobtrusive help.

Turning to the actual contents of the magazines rather than what the editors say about it, I find a welcome freedom from parochiality or modishness, an intellectual hospitality. Though by definition it deals with poetry, many of the issues raised by the critical contributors—an article on language by George Steiner, for instance, in No. 27—impinge on writing of whatever kind. Naturally, with such a range, some of the poems are of a kind I don't like, or like less than others. But in the three issues I looked at I found many that gave pleasure, notably poems by Peter Levi, C. H. Sisson and George Barker. But perhaps the individual poem I shall remember longest from these three issues is "Nixon, the Cheesecake Prophet" by John Heath-Stubbs. Mr Heath-Stubbs is never so much at home as when telling us a strange story culled from the shadow-land where history and poetry meet, and where sober documentation buttresses good one-liners, presenting it in that open, flowing style that he has been making more and more his own in recent years.

And then the translations.

Perhaps it is here most of all that PN shows its total seriousness, its determination to give the reader some solid nourishment. A good deal of the material translated is twentieth-century, though not necessarily new—PN is not part of the industry which scoops up miscellaneous material and feeds it into a meat-grinder called "translation" where it comes out looking all alike. The poems from our century that are translated here tend to be those that have already stood the test of some decades or come from some crucial phase of contemporary history. From the Polish, we have (No. 27) Czeslaw Milosz's "The World: A Naive Poem", written in Warsaw under the worst of the Nazi terror in 1943. Other translations range through the classics of European literature. The editors are evidently particularly impressed by the work of Patrick Creagh as a translator of Leopardi; No. 27 has a substantial poem, "The Younger Brutus", and No. 29 follows up with a real block-busting sequence, "Ten Odes", occupying ten and a half of these large pages, containing in itself about as much material as the average slim volume of verse.

In fact, in all these three issues of PN Review, I came across only one thing that seemed to me complacent parochial poppycock: an article offered as an eye-witness account of Robert Lowell's time as a professor at Essex University, full of a colour-supplement love of the trivial of the creative life and tainted with the lip-smacking pleasure that a certain kind of bystander takes in forming a ring round two celebrities and putting them to gladiatorial conflict.

The other contender for the space in the centre, *Poetry Review*, has nothing like the weight and seriousness of PN, though it is admittedly a better guide to the fashions of the passing moment. This magazine has been going for a very long time. In my youth it was the last stronghold of the anti-modern poets, left-over Georgians and in some cases none the worse for that. It emanated from the Poetry Society in Earl's Court Square, where these poets had their fortified bunker. Now, all is changed; the premises in Earl's Court Square are still there, but the Poetry Society has become the Poetry Centre, and as for the review, the only gesture it makes to continuity is in the high serial numbers. Except perhaps that now, as then, it tends to act as the centre for a certain rather self-limited kind of poetry, though a very different kind. In the sixties, there was, I seem to remember, a brief take-over by "concrete" poets, who must have made the Georgians turn in their country-churchyard graves. Now, since English poetry is suffering at present from an overplus of Clevers, poets who play ingenious little games with metaphor rather than making statements about human life, the poems we find in *Poetry Review* tend to be start with a subject as far away as possible from anything that might disconcert the reader or hold his attention, and then move to words some sort of—not interest, certainly—but entertainment, through a series of juggling acts with metaphor. If we were to go back to

Coleridge's distinction between imagination and fancy we should be able to say that these are poetry's fancy.

It all bored me slightly, but times there are agreeable ones. A few established poets, reputation is enough to get into the magazine whether they are modish or not, contribute recognizably poems (by Elizabeth Jennings, for example, especially the very lyrical ones of "Still Reading Fairy Tales"). Peter Redgrove has a poem "In the Pharmacy", which is a Clever's poem (a mock one one bottle after another—does that grab you?)—but his way through in the end and significance because, after all, has real imaginative real strength. David Ewart's always enjoyable, even when almost to doggerel; and then, calm, deeply rooted in the poem, "Innocent Dying" by Mathias, which simply makes the point where a little more into a lake and obliquely into how simple is simple? It is that, although the poem in fact revolves on a metaphor, is silly-clever.

One feature of *Poetry Review* does strike me as interesting, valuable is the series of essays in the form of interviews with poets, which a poet writes about his beginnings, roots, origins and we are given a portrait (graph or drawing) and a poem. Charles Causley (722) is beautiful, spare prose, with a touch of match, and I was interested in Anne Sexton's memoir in Volume 72, No. 1, which she wrote in 1961, clearly since the poem of her own with it. "The Tolerant of the Nightingale" is so good.

The criticism one finds in *Poetry Review* is patchy, though at it never comes up to the level of PN. It is more like the run-of-the-mill reviewing one in the weekly press—say, in the *Well-I-suppose-that's-all-right*. The only first-rate contribution I found in any of these three issues I read was a detached assessment of the work of the late Charles Causley, based on the large chronicle of his last edited. For the first time any sense of a firm direction, and one feels that the editors left too much to the discretion of anything that happens to come to their hands, without the

THAMES POETRY

Twice yearly
£1.50 per issue post paid
A few sets of back issues available

Details from:
180 High Road, Walsingham, Norfolk
Middlesex HA5 7AZ

OUTPOSTS POETRY

Quarterly
the longest-lived literary magazine to be published in Britain
are invited (occasionally by letter) to submit poems, prose, and other material for consideration (in 1985 prize fund £1000)

For details send S.A.E. to:
78 Burnwood Road, Walsingham, Norfolk



a rigorous standard of relevance and responsibility. Altogether, *Poetry Review* seems to be rather lightly edited, and there are times when that "lightly" seems merely a kinder version of "casualty". For instance, an issue that prints a longish interview with James Fenton and draws attention to it by carrying a caricature portrait of Mr Fenton on the cover ought to carry a few poems by Mr Fenton, surely?

Some readers will have Mr Fenton's books on their shelves, some will devotedly rush off to get them as soon as they have read the interview (which, to be fair, is a very interesting one), but most people, certainly including myself, will find the experience as frustrating as reading an article on a painter or sculptor which has no reproductions to remind us what his work looks like.

PN and PR, whatever their disparities, are the magazines occupying the foreground, the ones where you would expect to find the poets who are attracting attention at the present time, together with such up-and-comers as are beginning to be noticed (indeed, it is largely by appearing in these pages that they get themselves noticed). I don't, at the moment, see any strong challenge, to these two in central ground; if *Poetry Review*, re-launched with a flavourful, idiosyncratic ever get itself together and start coming out regularly, there would be a third contender there, but I have no news on that front.

The centre, however, is a location whose importance can easily be over-estimated. Very often it has turned out, in poetry as in most human activities, that lasting work has been done, and important discoveries made, in areas which, to majority opinion, are "fringe" peripheral or, it may be, just plain eccentric. With this in mind I advise anyone interested in poetry not to underestimate *Agenda*, a magazine that has been peering away with quiet self-confidence for well over twenty years, and is also, like PN, linked to a press that brings out the books of poets it believes in.

Agenda is very much a magazine with a programme; it has specific interests. There is a scholarly, somewhat austere air about it that puts it a long way from the chirpy up-to-date of *Poetry Review*, but it is not I hasten to say, in any way melancholy. Where this magazine lives, it celebrates.

To describe *Agenda's* bundle of interests concisely and without missing out anything essential, is difficult.

and probably beyond me, but broadly, it takes all literature as its province, but has a particular interest in the survival of the Greek and Latin classics as a source of vitality in our world; it is sympathetic to Christianity, (and perhaps especially to Roman Catholicism, or am I just guessing here?); it admires poets who work on a large scale and show indifference or contempt for the fashions of the passing scene; politically, it has a larger tolerance of the extreme Right than the extreme Left. To take this last point first, *Agenda* has always made a hero of Ezra Pound, whereas it is quite impossible to imagine its doing anything of the kind with, say, Hugh MacDiarmid, who resembles Pound in many ways—resembles him in biography and obstinacy as well as in having a genius with words. Pound's admiration for Mussolini is no more respectable than MacDiarmid's for Stalin; either one of them is a disgrace to a man calling himself a poet, because they both add up in the end to the belief that problems can best be solved by a mouthful of brass knuckles; and they have both attracted followers who, for whatever reason, find it easy to swallow their particular set of prejudices. The uncomfortable fact remains that both men actually were poets of genius, however patchily, and one can only wonder to what heights their genius might have carried them if it had been allied with the generosity and compassion that we find in a Shakespeare or even the humility we find in an Eliot.

Ezra Pound fits the *Agenda* mould particularly well—it may even be the other way round, it may even be that the magazine's guiding editors, William Cookson and Peter Dale, were influenced by Pound's literary charisma during their formative years and thus set that influential tone to work in the magazine. Pound's claim to have a vision of what a true civilization must be like, his tirelessness, his gift for breathing life into remote times and places, all appeal to them and are reflected in the magazine's general material even when this has nothing to do with E. P. Thus, they give a generous amount of space, over forty pages, to eight slabs of translation from Ovid's *Metamorphoses*. This is a great part of the usefulness of a literary magazine; I had not intended to go back to Ovid, had given no place in my thinking and imagination to him or his great poem, and here, simply because *Agenda* served it up, I was reading him again after all these years, and he really is a stupendous poet.

If one takes a magazine of this kind, edited by literate people who have their passions and preferences, and plays fair by reading everything in it, one is rewarded by a general

keeping-up of responsiveness and a rediscovery of forgotten areas.

To read all these magazines in fairly rapid succession is to read a vast deal of poetry—what an incredible number of poets this country breeds, good and bad, big and small—and in doing so one cannot help being struck by how resolutely most of it avoids the topical and the occasional (the public occasion, that is, not the private). I don't mean that this is a blemish; Keats's Odes, or for that matter, an outgoing work like *The Canterbury Tales*, are not exactly about contemporary events; still, it is noteworthy. One can read page after page, issue after issue, without coming across a direct mention of anything that has happened or is happening in the public sphere, though of course it may be true that the poetry of any age takes its tone from the atmosphere of the time and that this atmosphere is the result of world events.

Outposts New Departures

Outposts, in its Winter issue (No. 135) breaks this pattern by printing a poem about the Falklands campaign, David Tipton's "Argentina". The poem itself is entirely conventional in the modern vein, a standard anti-war poem like thousands of others, but it may be none the worse for that; the inspiration behind it is still Wilfred Owen's "My subject is war, and the pity of war." The poetry is in the pity, an attitude which can never become entirely obsolete. In general, for that matter, the poems in *Outposts* tend, and usually have tended, to mesh in fairly directly with life: I think the editor, Howard Sergeant, likes poems that make statements; he has been editing the magazine for well over 30 years without much encouraging Clevers.

In saying that poets tend to write on private and unofficial subjects I may seem to be forgetting about *New Departures*, because goodness knows it pays enough attention to a kind of social and political phenomena, also of a kind. But the kinds are so fatally restricted and predictable.

The original and the drop-out are holy; anyone who is actually helping society to function is "establishment" and therefore sick, evil, not part of the human race. It must make liberating leading for the fifth form. From a literary point of view—if it isn't absurd to apply "literary"—to this kind of material—it offers an endearing, stroll down Memory Lane. There are times when I feel a deep affection for *avant-garde* art, simply because of

its utter refusal to change and develop. In world racked by change, where landmarks disappear as fast as they are set up, the *avant-garde* remains faithful to the preoccupations, and the idioms, of 60 years ago. Even the convention of referring to what they do as "New" has not changed. The fear seems to be that, as with mummies that have been for centuries immured in a pyramid, the slightest touch, the first shaft of light through an opened door, would make them crumble into dust. Long may they be undisturbed; I should miss the lions in Trafalgar Square.

Stand Thames Poetry

The question of the involvement of poetry, and imaginative writing generally, with current social issues will, of course, continue to be raised. At last year's Cambridge Poetry Festival there was, I gather, a platform discussion on the theme, "While Rome Burns: What Use is Poetry to a World in Jeopardy?" The initiator and organizer of this discussion, Anthony Rudolf, invited two American poets to send written communications; one of them, Karl Rakosi, wrote, among other things: "I do have a message for you symposiasts; get your heads out of that noose!... the noose being the moral horse-collar which you put on when you enter the question." While Rome Burns... etc. We went through all that during the Great Depression. Does each generation have to agonize over the same wrong questions?

It does not follow from this that social injustice cannot be the subject of poetry. It just means that the extent to which poetry participation in redressing deep social wrongs cannot be used to evaluate it however anguishing those wrongs are. And if one weeps inwardly over the inability of poetry to do more, I am afraid some of those tears are due to the poet's realization that his egotism is unfilled because it extends so far ahead of his craft.

This is printed in the correspondence section ("Readers' Stand") of *Stand*, Volume 23, No. 1. *Stand*, which has been standing since the early fifties, is a magazine with an internationalist outlook and a certain appetite for immediate social questions; that same issue has, for instance, a poem coming out of the experience of running an educational centre for the unemployed, Peter Bennett's "Redundant Steelmen Learning to Draw", with lines like: "Today we read Ozymandias; / Prized the parallel. Look on / Consett".

Works, ye Mighty
And despair. I was a lad

At this school, one man said.
Now
I'm fifty-three.
But it is not only the occasional reference to places like Consett that set *Stand* apart from most other magazines. It has a very distinct flavour, owing mainly to its breadth of hospitality. It concerns itself with literature in general and not only poetry, which immediately makes it less back-yardish and inbred, more of a fresh open space, than the purely poetry magazines can be. Short stories, so hard to find these days, are a regular feature. The one I read with the most pleasure was "Retirement" by Walter Nash, a very funny, very deadly study of domestic relations with a plot twist that I won't give away (23.4). It casts its net widely; that same issue contains an appraisal of the veteran Australian novelist Christina Stead, with two of her stories and an essay by Rebecca West; 23.2 prints the late C. P. Taylor's short play, *Happy Lies*, a wonderfully touching, funny, spiky thing; 23.3 is devoted mainly to modern Norwegian writing. Modest in format, ambitious in range, confident of itself without being cocksure, *Stand* does a remarkably useful job.

That concludes this gallop through the literary periodicals, from which it has emerged, I hope, that the scene is a remarkably busy one and that many things worth reading are on offer. Not having unlimited space, I am aware of having missed out some good ones, and hope to be forgiven by their editors. I think the only magazine of absolute first-rate quality about which I have said nothing is A. A. Cleary's *Thames Poetry*, largely because it did not seem to be in need of any comment. Beautifully produced, edited to a relentlessly high standard, dealing mainly in poets who have come of age, it is a magazine for the connoisseur—and connoisseurs don't need advice from the likes of me.

Where to get them:
P. N. Review: 208-212 Corn Exchange, Manchester 4
Encounter: 59 St Martin's Lane, London WC2N 4JS
Poetry Review: 21 Earls Court Square, London SW5 9DE
Agenda: 5 Cranbourne Court, Albert Bridge Road, London SW11 4PE
New Departures: Piedmont, Bisleigh, Stroud, Glos GL6 7BU
Stand: 19 Haldane Terrace, Newcastle-upon-Tyne, NE2 3AN
Outposts: 72 Burwood Road, Walton-on-Thames, Surrey KT12 4AL
Thames Poetry: 160 High Road, Wealdstone, Harrow, Middlesex HA3 7AX
London Magazine: 30 Thurloe Place, London SW7

With the exception of *Outposts* and *New Departures*, all the magazines reviewed enjoy public financial support.

JAZZ MUSICAL HOLIDAY COURSE

The Children's Music Theatre is holding auditions for instrumentalists to form the band for this year's Jazz Musical to be performed at the Edinburgh Festival Fringe. Vacancies exist for trumpet, trombone, saxophone, drums, double bass and piano. Grade 8 standard or equivalent. Auditions take place for production 10 August to 3 September.

For full details, including costs, contact:
Stephen Perrett, The Administrator
The Children's Music Theatre,
The Old School,
Sandridgebury, St Albans, Herts.
Tel. St Albans 55290.

National Association for Drama-in-Education and Children's Theatre

THE 1983 DRAMA COURSE
April 5th - 8th, 1983
at the University of Nottingham.

TUTORS AND COURSES:
Sally Bowden "From Tale to Dance" Norman Taylor "From Mine towards Gower"
Bob Williams "Improvisation into Theatre, with Jesters"
Gordon Williams "Introduction to Drama Therapy"
For full details please send S.A.E. to: Vivienne Lathery, Dept. TNL, 204 Grosvenor Road, New Barnet, Herts. EN4 6BB.
Closing date for bookings: 9th March, 1983.

BOOKS

Children's literature

Fiction, fact, fantasy

The present cluster of picture books for older children often reveals a puny of true invention on the part of both author and artist: a certain degree of originality either in theme, or in approach to an old idea, could be safely introduced into text and illustration without losing the books' popular appeal. The first three titles use the magnetism of the fairy-tale as a loose framework for their own slight plots, but gain little by doing so. *The Enchanted Egg* by Angela Sewell, illustrated by Katy Sleight (Hambleside £3.50), is a typically contrived mixture of fairy-tale, nursery, and modern themes, involving a newly-hatched partridge and its magic egg, a wicked queen, and various clown-like characters. *Chums* attempts an awkward text and absurd story-line, a ridiculousness lacking by affectedly two illustrations.

In *The Problems of Ironbracket* by Hugh Scott (Hambleside £3.50), the story of how giant Ironbracket accidentally overcomes his physical and personal problems is told with a gusto matched by Fran Thatcher's comically amiable pictures, but raises only a passing smile. The feeling that we've heard it all before also pervades Spike Milligan's fourth picture book, *Sir Nobonik* and the terrible, awful, dreadful, naughty, nasty dragon, illustrated by Carol Barker (M and J Hobbs/Michael Joseph £4.95). Its characteristically lunatic turn-of-phrase drags somewhat doggedly through the tale of knights and dragons, the jokes ranging from passable wit to stale, repetitive nonsense. He is ill-served by his illustrators: Carol Barker's richly stylized patterns are too static and ornate for this kind of down-to-earth humour, and she often misses a chance to elaborate (or improve) visually on puns in the text.

The next two books are fables of

a kind, one classically inspired, the other a modern version of an old truth, that fame and fortune do not necessarily bring happiness. *The Sea People*, by Jörg Müller and Jörg Steiner (Victor Gollancz £5.95), is a moralistic tale of two islands; the Greater Island is gradually destroyed through the king's materialistic greed, while the Lesser Island survives due to the efforts of its simple, non-ambitious population. Four double-page spreads, placed in between the other illustrations, take a distant view of the islands to show how the king's enterprises affect their topography at different stages. The story is told in straightforward, Germanic prose, well matched by impressively sombre but quiescent pictures in sea-shades of grey, green and blue. *Erle the Punk Cat* (Hodder and Stoughton £4.50) provides a total contrast: Roger Wade Walker's illustrations blend in well with Adrian Henri's laconic text, vibrating with rich colour and striking composition. This gentle fable-cum-satire on the punk rock business succeeds because of the skillful sympathy with which the sorrowful and exploited hero is portrayed, and also because of the humour, partially hidden in the text but fully realized by the artist. This combination of talents provides a refreshing touch of genuine creativity in the midst of much that's dull and uninspired.

Passing on to works of fantasy, *Tonio and the Mountain Trolls*, written and illustrated by Helga Aichinger (Evans £4.95), is a straight piece of visual sophistication. The story tells how Tonio befriends the trolls by finding magical musical stones, but a verbose and often inconsistent text serves only as a backdrop to the glossy illustrations. These have a distinct Japanese flavour in both style and composition, and the warm, harmonious tones of the mountain landscapes are very pleasant, though the book as a whole lacks care in presentation. Peter Firmin's *Chicken Sew*

(Pelham £3.95) is fantasy unconvincingly spiced with the sharp jesting humour of the wags, although the italicized text under each picture complements the artist's quick, active drawing in his cartoon-styled illustrations that contain balaclava comments from the irreverent members of the Bad-Wolfe family. The last group of titles includes fiction presented as fact, fact as fiction, and finally, the only realistic story in this batch of picture books. *Jeremy Beadle and Chris Winn's Outlawed Inventions* (Pepin Press £3.95) is a child's mini Heath Robinson of devilish delights. The inventions, supposedly discovered by the authors in a long-forgotten museum, are nearly all plausible, and contain some weird and memorable things — particularly the Desk-Top Arm Wrestling Aid. Both text and illustrations are full of the dreadful puns and Boggymon-type jokes that have children in stitches, and the book as a whole is carefully laid out in sections (Anti-Adult Inventions, Homework Inventions, etc.), with a lot of detail to read and look at. *Nowhere to Play* by Kurusa, translated by Judith Elkin and illustrated by Monika Doppert (A and C Black £3.95) is quite a different book. Based on the true story of the children of the barrio of San José in Venezuela who struggle to get themselves a playground, its qualities lie in a sympathetic text and gently tinted illustrations that evoke a realistic South American atmosphere. A similar quiet dignity is found in *The Flyaway Bird* by Evin Sibijski (Methuen £3.95). This homely story about a little girl and her budgieger is written and illustrated with naturalism, but like most of the books described here, displays too great a reliance on cliché and convention to be more than a passing attraction.

Tessa Rose Chester

We speak French

Echanges: Part 2, By David Sanderson. Pupil's Book 0 245 53537 3, £2.50. Teacher's Book 0 245 53538 1, £2.50. *Activity Book* 0 245 53539 X, £2.50. *Echanges: Part 3*, By David Sanderson and Michael Pearce. Pupil's Book 0 245 53810 0, £1.95. Teacher's Book 0 245 53811 9, £2.50. *Activity Book* 0 245 53812 1, £1.95. Harrap.

For some years now we have been accustomed to French courses which stress the relevance of the language we teach. Instead of cuddly stories

of chickens which unexpectedly lay eggs in dogs' kennels and tortoises which obstinately refuse to hibernate, we rightly use, as the vehicle for the language, real-life situations which teach our pupils as much about the country whose tongue they are learning as about the intricacies of the language itself. David Sanderson and Michael Pearce have taken this welcome process one step further by choosing as the framework for their course a class in a British school, their own visits to France and the tapes which they exchange with a French school. Thus the language is not merely that of "them over there", but more patently the one that we use when we travel to France.

Echanges is a three-year course intended not only for beginners but also for those who may have become disillusioned with French along the way and need a fresh approach, and, heaven knows, they are legion. The authors and publisher have wisely avoided the term "mixed ability" with its controversial educational-political overtones and refer instead in the course as "wide ability". The material could be used equally well without any system of setting or banding; the range of scope of the less able, whereas there is also ample extra material for more able pupils. The authors have taken into account not only these differences in ability but also the often neglected fact that they widen considerably as the pupils get older.

The pupils' books contain the presentation in an attractive format, with varied layout, generously interspersed with drawings and photographs. The exploitation material is found, partly on spirit duplicator masters but principally in the activity books, which, although illus-

trated, are in places more stodgy in appearance. In view of the fact that this is where the hard work is to be done by pupils, some of whom may be poorly motivated and need every stimulus, this is regrettable. One feels that perhaps commercial considerations have triumphed over instance. The teachers' books contain useful notes on the aims of each unit and suggestions for the successful exploitation of the material. The authors have also recognized the burgeoning integrated test movement by incorporating such tests (on spirit duplicator masters) at the end of each term's work.

Tapes (not here under review) form an integral part of the course, their text appearing in the teachers' books. An innovation in *Echanges* is that we can hear English pupils making their recordings to send to their link school and the same English pupils speaking French in France. The intention here is apparently to help break down pupils' resistance, well-known at least since the Burstall Report, to the inanimate French-speaking tape-recorder. The fact remains, however, that what the infernal machine says is still regarded as authentic; the wisdom, therefore, of allowing it to speak language other than that doubted by native speakers is to be doubted. These doubts notwithstanding, however, teachers of French are in the business of fostering mutual understanding across the Channel, and *Echanges* could be the right course not only for the teaching of the language but also for the arousal of interest in our pupils for actually going to France.

Michael J Smith

Extra: Modern Languages 35-46.

Down to earth

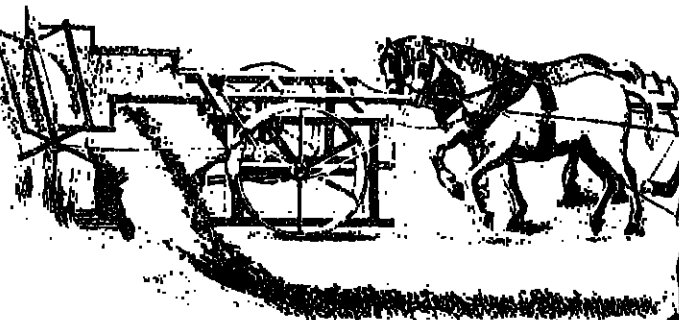
Illustrated Rural Studies, By E J Dejerdin. University Tutorial Press £4.75, 0 7231 0846 3.

This book is intended for pupils studying for CSE examinations or it could be used for more able pupils in the third year of as a basis for pupils aspiring for O level.

The text covers a wide range of topics usually included in Rural Science syllabuses. The layout is clear and attractive and there is an emphasis on an investigative and experimental approach which is a vital aspect of Rural Studies.

Unfortunately much of the material is dealt with in a very superficial manner and is frequently oversimplified. This often leads to misconceptions or to incorrect statements. It is, for instance, incorrect to follow a brief description of a plough with the statement "A garden rotary cultivator does similar work on a small scale" — the action is totally different. The equations relating to photosynthesis suggest that the formula for starch is $C_6H_{12}O_6$. On page 98 it is said that

Conrad Dark



Hell's reaper, developed in the nineteenth century, is one of the milestones recorded in *Farming Through the Ages*, by S L and C M Case, in *How Knowing British History Topics series*. Designed for lower secondary pupils, the book charts the changes in farming methods from the Stone Age to modern crop spraying and factory farming. £1.60.

Learn to learn

Think Books, By S Bicknell. Sharing Resources. By A Brooker. Whatever Comes to Mind, By K Eames. I can't make head or tail of it. By A Howe. Learning to Think in Science Lessons, By G Jones and A Perry. Where is it all leading to? By G Chick. Everything to Hand, By P Sowrey. Children Talking, By A Folker and M Coles. Shifting Focus, By J Booth. Turning the Beer Brown, By P Jones.

In Search of Style A Level, By P Darcy, L Thirlway and T Noble. 80p. *Cherwell Learning about Learning* Group, County Hall, Trowbridge, Wilt.

Mastering Study Skills, By R Freeman. Macmillan £5.95, 333 30448 9, £1.95.

It's not acceptable these days to teach people anything; what you should be doing is helping them to learn. The terminology underlines a practical as well as a philosophical point: learning depends on motivation and method. If teachers understand the process of learning they can try to produce conditions in which it can most easily take place. Learning booklets come in a variety of shapes and sizes. They can be as simple as a list of facts, or as complex as a series of questions and answers. They can be as simple as a list of facts, or as complex as a series of questions and answers. They can be as simple as a list of facts, or as complex as a series of questions and answers.

The Cherwell Learning about Learning Group is a group of primary and secondary teachers in Wiltshire who have been sharing ideas and experience through working together in close contact, and who hope to share their more widely. Each booklet deals with one problem individually or an area in which they have been experimenting. *Turning the Beer Brown* — the most mystifying title — for instance, is about trying to avoid the kind of "learning" in which information passes from a pupil's

"Harley is mostly sown in winter. Winter barley is sown in autumn. Whole of this page in fact, are the dangers of attempting to condense too much material into a limited space. The result is a mish-mash of information, misleading or meaningless."

Some of the illustrations used in the text are also less than helpful. The drawing of a herringbone between individual drainage pipes and the system would never be made as it is shown. The instruction making a softwood cutting state to node rather than in the internode, yet the illustration shows the cutting being made midway between a node.

Despite the many deficiencies, *Illustrated Rural Studies* will be many useful ideas in the book, particularly in relation to practical activities, but it could not be recommended as a pupil's text without considerable revision.

Great grey area

Martin Fagg on some new books about Libs, Labs, Cons, Coms, Soc Dems and others

Reading on his screen that the leading performers in a television play are to be listed "in alphabetical order" the viewer wonders what fierce battling lies behind this unadvisable formula. Faced with no fewer than 11 books, of disparate length, scope, ambition and theme, whose only link is that they all slot in somewhere in the great grey area of politics, I have adopted the same safe arrangement.

The odium excited by the local government reorganization of the early seventies still lives, with proponents of such "lost" counties as Rutland, Westmorland and Huntingdon decried with well-nigh Jacobite fanaticism to some day restoring the whole union mergers and amalgamations that are, in some sections of the movement, at least half a century overdue.

Superpowers in Collision: The Cold War Now by Noam Chomsky, Jonathan Steele and John Gittings (Penguin £1.95, 0 14 02 2432 7) is an edited and in some places extended transcript of their several contributions to a seminar held in London in March, 1981. Noam Chomsky's catalogue in "The Unsettled States: From Greece to El Salvador" of what he sees as the sustained hypocrisy of much US foreign policy since the war is the weightiest item, but Jonathan Steele's account of the years of conservative East-West détente (roughly 1970-1976) followed by renewed Cold War; and John Gittings' analysis of China's fluctuating friendships and generally equivocal if not inscrutable role also carry the stamp of considerable authority.

Modern British Politics: Parties and Pressure Groups in the Collection by Samuel H Beer (Faber £4.95, 0 571 18064 7) is the third and extensively revised edition of a book that first appeared in 1965. Though one theme of this densely-textured study is the supersession of the traditionalist values of the medieval world by those implicit in the structures of modern society, its main thread is the emergence and development of collectivism, and in tracing its growth from late-nineteenth-century origins to mid-twentieth-century ascendancy, Professor Beer's richly-detailed yet incisive book is even more impressive in this manifestation than in its earlier appearances.

Democracy at Work by Patrick Burns and Mel Doyle (Pan Original £1.75, 0 330 26478 8) is an addition to this publisher's Trade Union Studies series, and is directed equally at activists, at those newly enrolled at and at those merely thinking of joining a union. A chronic source of union weakness is the almost total ignorance of members about the real control and even the basic financial structures of the private companies or public undertakings they work for; and, among much

other useful matter, the author's chapter on "Knowing Your Employer" provides an effective and uncomplicated guide to the means of redressing such potentially disastrous indifference.

Another study in the same series, *Unions and Change Since 1945* by Chris Caldwell and Peter Baker (Pan Original £1.75, 0 330 26475 3) while concentrating on the post-war aims and achievements of unionism, also examines potential scenarios for future development. A final section on the role of trade unions in an era of mass unemployment has especial topical relevance. Perhaps, at long last, the pressures of such unemployment will precipitate the wholesale union mergers and amalgamations that are, in some sections of the movement, at least half a century overdue.

Superpowers in Collision: The Cold War Now by Noam Chomsky, Jonathan Steele and John Gittings (Penguin £1.95, 0 14 02 2432 7) is an edited and in some places extended transcript of their several contributions to a seminar held in London in March, 1981. Noam Chomsky's catalogue in "The Unsettled States: From Greece to El Salvador" of what he sees as the sustained hypocrisy of much US foreign policy since the war is the weightiest item, but Jonathan Steele's account of the years of conservative East-West détente (roughly 1970-1976) followed by renewed Cold War; and John Gittings' analysis of China's fluctuating friendships and generally equivocal if not inscrutable role also carry the stamp of considerable authority.

Except for those who are violently pro-or-anti-EEC, ignorance of all but its most patent or blatant workings is widespread. Anne Daltrup's crisp and constructive addition to the Political Realities series, *Politics and the European Community* (Longman £2.75, 0 582 35303 0) traces the Community's history and political origins. More helpfully still, she elucidates its complex processes and institutions and, in considering its relationship to the rest of Europe and the world, weighs the possibilities of its developing a far more authentic political coherence than has to date emerged.

The British Constitution and Politics by J Harvey and L Bather (Macmillan Education £4.95, 0 333 32697 0) is the fifth edition of the book that first appeared in 1963 as, *tant court*, "The British Constitution". The title extension reflects a slight shift in emphasis from analysis of governmental institutions as such to consideration of their operations, specifically in modes of resolving political differences. This modification in turn reflects a change of ground in the relevant A level syllabuses.

Never politically neutral

Children and Schooling: Issues in Childhood Socialisation, By Philip Gannage. George Allen and Unwin £15.00 0 370117 3, £4.50 370118 3.

Education never has been and never will be a politically and socially neutral activity. The "hidden curriculum", the ways in which schools and classrooms are organized and the characteristics of transactions within them, is as powerful in preserving the status quo and in influencing change as the manifest, consciously planned curriculum. The collection of values, assumptions and mores about society, childhood, learning and the role of the teacher which the hidden curriculum reflects and transmits is derived from many disparate sources. Philip Gannage is an eclectic social psychologist and his broadly-based approach is necessary to deal with such a rag-bag of ideas.

In *Children and Schooling* he sets out not only to provide exposure

of various aspects of the socialization of children and the social psychology of education but also a synthesis of them. The book includes chapters on: culture and learning and the role of the teacher; language, communication and the curriculum; socialization and achievement; and the development of self-esteem and social learning. These are issues one usually associates with the social psychology of education. In addition there are two chapters not normally thought of as within its province. The first chapter successfully sets the scene with an historical review of concepts of childhood showing their derivation from religious beliefs and from influential educators and educationists. The other chapter includes discussions of behaviourist theories of learning, of the cognitive developmental theories of Piaget and Bruner and of the psychodynamic theories of Freud and Erikson.

Although these topics are dealt with too cursorily to be of much help to a serious study of the

buses. The book remains an impressively copious yet well-proportioned handbook, whether for a level candidate or for less urgently motivated readers, especially in the conditions of a fully up-to-date chapter on the principles and programmes of the Conservative and Labour parties.

In an early chapter of her *The Question of Separatism* (Junction Books £3.95, 0 86245 024 1) Jane Jacobs follows Norway's long struggle for independence between 1814, when the Treaty of Kiel allocated this former Danish possession to Sweden, and 1905, when she finally seceded from her more prosperous eastern neighbour. As the only example in recent history of fully peaceful secession from a larger political entity, Norway's emergence as a sovereign state has lessons for all those caught up in the continuing efforts of many Quebecois to divide their province from the rest of Canada. It is with the application of these lessons and with the parallels and contrasts between the two situations that this Canadian author's useful short book is principally concerned. The three-to-two vote against separation in the 1980 referendum can hardly be judged to have settled the issue, as the total French vote (80 per cent of Quebec's population) was evenly divided and a vast majority of those under forty voted for.

The Politics of Location by Andrew Kirby (Methuen £5.95, 0 416 33910 7) is aimed at geographers, social administrators and workers in the field of urban politics. The intricacy with which it discusses the spatial element involved in such issues as health care, educational provision, airport location, road construction, nuclear technology and urban renewal makes it a book primarily for the specialist. Nevertheless this non-specialist, undeterred by occasional opaqueness of expression, found much of its argument of interest, especially the section dealing with electoral organization and the mechanics of gerrymandering.

Though not wholly convinced of the urgency of electoral reform, I found Enid Lakeman's presentation of the case for it in *Power to Elect: The Case for Proportional Representation* (Heinemann £6.95, 0 434 40220 6) extremely forceful and well-marshalled. Her book embodies an inclusive survey of the various ways in which PR is operated — one must say, both effectively and equitably — in other countries. The current passion of the Irish Republic for general elections is familiarizing us with the subtleties of the Quota and the Single Transferable Vote, also, with the inconvenience of waiting several days for the final

result. This is, of course, just a cunning Irish ploy for the indefinite prolongation of election night parties. It needs no cynicism to note that the enthusiasm of any given political party for PR stands in exact ratio to the degree of electoral benefit they stand to derive from its introduction. At present Libs and Soc Dems are as hot for it as Labs and Cons are cold. It requires only some demographic shift for the two juggernaut parties suddenly to discover that PR is the only fair and responsible system after all.

Handbook of World Development: The Guide to the Brandt Report compiled by G J W Government



To modern eyes this woodcut by Dürer will seem to embody much that is sick and perverted in the age-old see-saw between the sexes, but its original purpose was didactic and technical. It is one of the many fascinating illustrations to *Perspective and Other Drawing Systems*, by Fred Dubery and John Willats (Herbert Press £8.95 and £4.95), which examines the ways in which artists have tried to represent three-dimensional objects. It would make a useful adjunct to A level courses, whether theoretical or practical.

Reintitions with Peter Stephenson, with a Foreword by Willy Brandt (Longman £2.75, 0 582 64386 4) consists of two A-Z sequences, the first, ranging from Absorptive Capacity to Year of the Child, consisting of topics touched on by or related to the Report of the Independent Commission on International Development (the Brandt Report in short) and the second, running from Afghanistan to Zimbabwe, providing the essential statistics and other data about the 100 Third World or "Poor South" countries surveyed in the Report. This is a skilful and useful feat of compilation by G J W Government.

Books on Education Theory from HMSO

The New Teacher in School

How well are new teachers prepared for the classroom? In making first appointments is enough attention paid to teachers' personal and temperamental qualities? How close is the match between the subjects taught by the new teacher and those in which they specialised during training? These are some of the questions considered in this HMI Report. The conclusions have direct bearing on practice in schools and teacher training institutions and on the performance of school appointments committees. ISBN 0 11 270309 7 244mm 120pp £4.95

Education 5 to 9: an Illustrative Survey of 80 First Schools in England

This survey deals with the management of teaching arrangements and approaches and distinguishes the individual characteristics of the schools. It also contains a section on the curriculum with examples of children's work. ISBN 0 11 270530 8 244mm 86pp £3.50

Examinations at 16 plus: a Statement of Policy

Discusses how a single system of examining at 16-plus might work, discussing areas such as the development of syllabuses, procedures for assessment, grading of results and the necessary administrative arrangements. ISBN 0 11 270308 9 248mm 18pp £1.65

17+. A New Qualification

A brief but comprehensive statement of the Government's policy on the introduction of a new range of pre-vocational courses leading to the award of a national certificate at 17+. ISBN 0 11 270307 0 244mm 10pp £1.50

Planning Education for Reducing Inequalities

This UNESCO Publication sets out the conclusions of a seminar organised by the International Institute for Educational Planning on the subject of inequalities in education and employment, together with five of the contributions presented for discussion. ISBN 92 803 1089 5 240mm 142pp £6.00

For a free copy of our 1983 *Books for Schools Catalogue*, please complete and return the coupon below:

To: Publicity Dept, HMSO Books, Freepost, London SW8 5BR

Please send me _____ copy(ies) of HMSO's *Books for Schools Catalogue 1983*

Name _____

Address _____



MEDIA

Inner city nightmares

by Bob Catterall

ETV
Taking The Heart Out Of Britain
Geography Casbook: Britain
BBC TV Tuesdays at 11.40; Thurs-
days at 9.27 (repeat)

"It will never be the same to me. They've taken the heart out of Glas-
gow, they've taken the tenement
buildings down - good ones, good
buildings down - they demolished
them - they bulldozed the city into
nothing."

"Inner City", the two-part investiga-
tion with which the Geography
Casbook series began, is not just a
programme for geographers. It is a
hard-hitting and sensitive account of
what has happened to our cities as
places to live and work and as
attempts to revive that life and
work. Both the theme and its treat-
ment suggest the need for an
approach across departments in
which geography must have a major
role.

The first part opens with Kitty
Murphy's remarks about taking the
heart out of the city, about bulldoz-
ing it into nothing. The city is Glas-
gow but it is dealt with as a basis for
comparison with other cities.

The past recalled by Kitty Mur-
phy is represented by archive mate-
rial, stills and film, as well as by
interviews, that give a strong sense
of the basis for her memories. It is
shown as a pioneering city that
staked its industry, capital and life
on coal, iron and steel as well as
Empire.

An early twentieth century news-
reel refers to Clydeside as "the
Yukon of Scotland". Stills recreate,
as Kitty talks, the horses and trams,
the barrows, shops and picture
houses that are part of that recollec-

tion of the city as "busy and warm
and good".

This, of course, is not how every-
body remembers "the old days".
More newsreel shows a group of
unemployed men discussing their fu-
ture. One says, "It's a queer thing
anyhow, a wee electric switch doing
the work of three men". And, in
another interview, John McWatt re-
calls that his father would often get
no more than two days' work in the
docks. McWatt recalls one-room
"flats", middens and rats and con-
cludes that that period was "the
worst ever. I have bad dreams about
it still".

This re-creation of the contradic-
tory as well as diverse experience of
inner-city life, of some of its mo-
ments of warmth and horror, as re-
lated to its nineteenth-century
geographical and economic under-
pinning, takes up the greater part of
the first programme. The second
part covers the postwar develop-
ment. It deals with the destruction
of many of the tenements, their
replacement by multi-storey flats
and the shift of "overspill popula-
tion" to estates at the city's edge. It
goes on to deal with recent renewal
schemes, with the attempt to secure
jobs by providing small estates of
workshop-size industrial units, with
renovation instead of demolition.
What has not been restored is that
heart which Kitty Murphy so strong-
ly recalls which working people
managed to sustain and develop de-
spite severely adverse conditions.

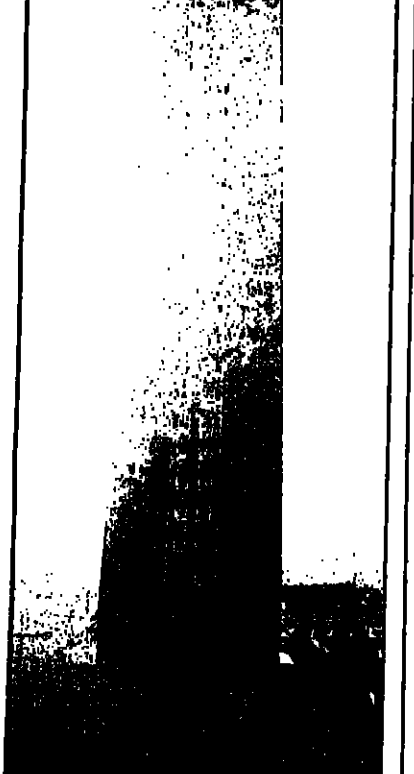
Two of the remaining three pro-
grammes allow us to trace the
undermining of that working-class
culture and of related ethnic or re-
gional identities in other parts of
Britain. In the "Uplands Country"
(transmitted on February 8, 17 or

24) of North Wales we see how
changing land use, particularly with
forestry, water resources and tour-
ism, encroach on the way of life of
the hill farmers. In "Textiles and
After" (March 1 and 10) the decline
of Lancashire communities built
around textile production is related
to the familiar theme of "cheap
labour" from the Third World.

What is missed out here is the
repression and its basis that makes it
possible to hold down wages though
this was in fact hinted at in the same
producer's (Len Brown) Brazil
series. What is not commented on is
the significance of the Asian work-
ers that the film shows now present
in Lancashire factories.

The last programme, "The
Changing Coastline" (March 15 and
24) has a stronger emphasis on
physical geography. Here, as in the
two previous films, there are excel-
lent animated sequences illustrating
key points. But even here the theme
of heartlessness, as local identities
are undermined and public responsi-
bilities are ignored, is not altogether
missing. The film begins and ends
with one of the residents comment-
ing on the public response to the
latest threat from the sea in Port-
land, a huge tidal wave that picked
up cars and lorries, smashed build-
ings, trapped seventy families.
She says, "What gets done? Noth-
ing. Still it goes on. Still the beach
comes through until we're nothing."

As with other work by Len
Brown, the series producer, the
approach is both precise and effec-
tive. The human drama - differing
interpretations as well as different
experiences - of each "develop-
ment" is, whenever possible, ex-
plored and related to its geographi-
cal and economic basis. The teachers'



notes provide particularly detailed
factual support and also extend the
debate on each topic. The approach
is, in fact, one of passionate objec-
tivity.

It is to be hoped that there will
be an attempt by teachers and in
future programmes to relate the
analysis of British urban and rural
"development" to ethnic diversity,
to communal struggles and to its
international context. Meanwhile,
"Inner City" and some of the other
programmes should be made avail-
able to parents as well as to pupils.

BRIEFINGS
radio & tv

For schools

A Good Job With Progress
day, 9.10, Friday, 14.15

What opportunities are there
the leisure industry? Jobs from
15 to 19-year-olds include space
entertainment centre, making
park rangers and local projects
borough councils.

Stories and Rhymes (Tuesday, 10
Thursday, 10.20 VHF)

"Marvelous Journeys" is a magi-
cious, mysterious, magic and exciting
mystery. Here seven to nine-year-
olds hear the story of "Ma-Tu and
Kite Emperor" on Tuesday, 10.20
Stories and Rhymes (Tuesday, 10
Thursday, 10.20 VHF)

Two programmes on "Parks
and Collectors" show the se-
vens how houses, which na-
tionally protect from wind and are
now being designed to catch
and convert wind, rain and sun
into energy.

Maths Topics: Geometry (Wed-
nesday, 10.30 BBC)

This resource series for 13-14
year-olds contains four sequences
over and one on locus.

Over To You (Wednesday, 11
17V)

Helps eight to ten-year-olds
with changes. This programme
at changing your mind, change
your tune, changing school and
changing environment.

How We Used to Live (Wednes-
day, 11.30, Friday, 9.30 ITV)

The Hodgkins family face dis-
ture with a Labour government
Arthur, a railwayman wonders the
differences will occur now the
British Railways is publicly owned.

Nine to twelve-year-olds see also
of nationalization on British
1948.

One World (Thursday, 9.27 BBC)

"People on the Move" shows
why young Jamaicans moved to
the land and migrated to Bona
Ten to twelve-year-olds discuss
problems they leave and those they
find in their new lives.

Our Changing World (Thursday
14.20 VHF)

"Fresh Water, Salt Water" is a
radiovision unit for 14 to 16-year-
olds looking at four types of the
mouth. "The Tamar River" in Can-
wall is typical of other films.

General interest

The Royal Family (Friday 9.30
17V)

Ronald Allison, former
Secretary to the Queen, gives
some of the 600 questions asked by
children to the palace and how
they were answered.

Charlie and the Chocolate Factory
(Sunday, 12.00 Radio 5)

A seven part adaptation of
Dahl's children's stories.

On Time

R. D. Kibble reviews new timing devices
for use in physics

Unilab laboratory apparatus has often
been associated with innovation in
design, and the introduction of their
stopclock/timer module and tick-
er-timer maintains this. Time intervals in
school science experiments might
range from several hours for a biologi-
cal "life" experiment to hundredths
of a second in a physics dynamics
experiment. The rule of thumb, that
the cost of a timer varies as the
inverse of the interval to be mea-
sured, doesn't hold true for these
new items.

The ticker-timer, cornerstone of
pre-A level dynamics teaching, is
used widely from the third year on-
wards and needs to be robust and
simple. For those not familiar with
its working, it is a clock which ticks
50 times a second; the ticks being
recorded on paper tape.

The centisecond timer/stopclock,
used both at O and A level, is used for
radioactive decay, dynamics, and
electrics measurements requiring
short time intervals with the option of
automatic switching.

On preliminary inspection, this
ticker-timer design has finally caught
up with the twentieth century. In its
bright orange, metal case it is sturdy
and inviting and shows that physics
apparatus need not look as old as
physics teachers.

The sleek box shape will be wel-

comed by all who have struggled to
find a way of successfully stacking and
storing these items. The rubber feet
prevent the unit from dancing across
slippery table-tops - a problem en-
countered with at least one of its rivals
- and there are no loose parts for
inquisitive pupils to take home as
souvenirs.

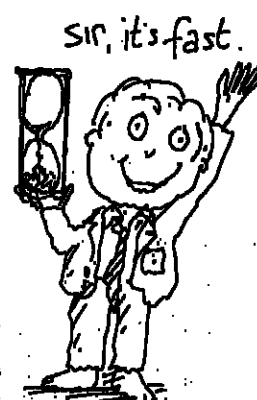
The patented ticker-timer design is
based on a small, 2 volt a.c. motor
which drives a hammer action
mechanism. A connecting rod bashes
a pin on to pressure-sensitive tape. As
the moving parts are hidden, the dots
appear as if by magic. One criticism
might be that teachers have lost a
first-hand application of an electro-
magnetic vibrator, although counter
arguments are not hard to find.

Unilab warns that the power supply
used should not exceed 2 volts a.c.
This could pose a problem when using
the timers with the less attentive pupil
who has been known to switch on and
then turn the supply down from 12v or
240v to 2v! Take care if you can't
limit your supplies to 2v.

The tape itself is pressure-sensitive
and so could be marked if carefully
handled. The instructions warn users
to wait for about a minute if the dots
do not appear at once. This problem
didn't occur in use, and dots were
reasonably visible immediately. The
dots, however, had less contrast than
those produced from carbon discs.
They also appeared on both sides of
the tape.

The dots were well defined spatially
and there was no evidence of double
dotting or of drifting to the side of the
tape: the accurate alignment is due to
the precision of the tape feed-in
mechanism. The tape can be fed from
both sides, and two simultaneous
tapes mark well enough to perform
collision and momentum experiment.
It is worth noting that the tape is not
gummed and hence is not readily
attached to students' work.

At a cost of £14 for a timer, with
tape at £1 for a 450m roll, the Unilab
ticker-timer is highly competitive, and
will surely make its mark on a price-
conscious market.



For top quality
filmstrips and cassettes
on:

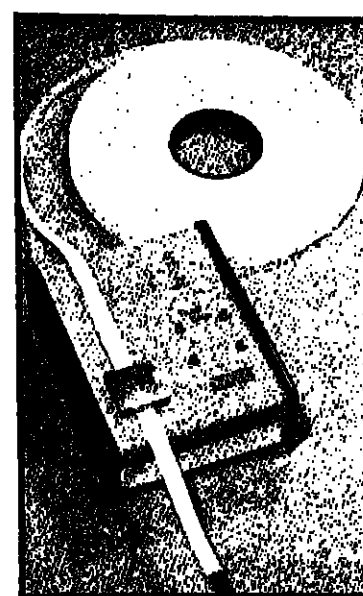
ART-HISTORY
SOCIAL STUDIES
GEOGRAPHY
SCIENCE-MATHS
HOME ECONOMICS
ENVIRONMENTAL
STUDIES-R.E.
ENGLISH-DRAMA

Write for your free catalogue to:
Visual Publications
(Dept. 72)
107 Kensington High
St, London W8 6SE

Saving the Whale

education pack
Posters, charts, information
and teaching notes on the
project material for 11/12 and
secondary school pupils.
£3.50 inc. postage from:
Friends of the Earth (UK) Ltd
c/o Allison St, Birmingham 6

RESOURCES

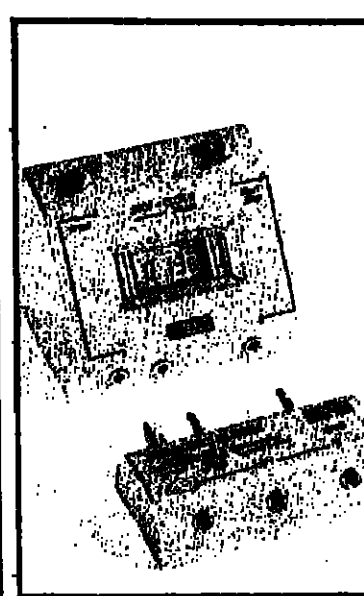


Although they are separate items, it
is important to consider buying the
Unilab stopclock and timer module as
a package, the whole being greater
than the sum of the parts. The stop-
clock, a child of the digital revolution,
is an attractive piece of tableware,
with a liquid crystal display. It is small
enough to be hand-held.

It gives time to 0.01 seconds and
records up to 10 minutes. It has a
"lap" facility which can hold a reading
whilst the clock keeps counting and at
the press of a button will give "real
time". It is interesting to note, how-
ever, that most of these facilities can be
found strapped to the wrists of many
modern-day students who can play
tunes on the hour every hour as well!

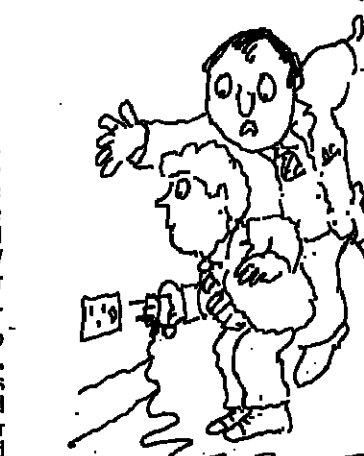
The strength of the Unilab stop-
clock is its inexpensive conversion to a
centisecond timer via the timer mod-
ule which is located neatly on the
front. The timer module allows the
clock to be operated by single or dual
inputs in all combinations of make/
break to start/stop modes using either
mechanical or photoelectric switches.

It will alternately start and stop
when one input is made, broken,
made again, etc. Although the units
are relatively inexpensive, I should
advise a thorough planning of their
use before buying. The liquid
crystal display, although larger than
most wristwatch displays, is not as
easy to read from a distance as a bright



i.e.d. display. If the timer is to be used
by individuals or by a small group this
last point is of no consequence, but if
you want to demonstrate times to a
class, some students may well have
difficulty in reading the display.

Unilab has provided a timing pack-
age which is robust, portable, easy to
use and attractive in design. The
replaceable batteries will not devalue
your petty cash. The prices are:
stopclock, £14.50; timer module, £8.
All prices quoted in this article are
exclusive of VAT.



The power supply should not exceed
2 volts a.c.

Bones and teeth

by Joan Freeman

The Mammalian Skeleton and Teeth
Filmstrip and text by Julian Cremona
Focal Point Audio Visual Ltd.
(1982). 251 Copnor Road, Port-
smouth, Hants.
£10 + VAT

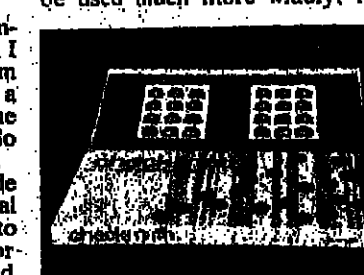
There are thirty slides and a brief
text to go with them in this teaching
aid. Both the slides and the text are
marvellously clear. The text, though,
is so minimal that it verges on poetry
and must have been written with a
good teacher in mind to explain it
all. That would be the only audio
aspect. The benefit of this simple
approach is that these excellent

slides can be shown to many levels
of pupil. They would serve as well
for first year secondary introduction,
and up to O level study; and even
wider range of ages could enjoy
them.

There are slides in this set of
complete skeletons, such as rabbit
and mouse, but the emphasis is on
mammalian teeth and their relation-
ship with the food they process.
This aspect of bony function is rarely
to be found adequately explained in
school textbooks and certainly
not with such clear illustrations.
This set of slides will provide a
welcome addition to biology
teaching aids.

with the mathematical relationships
between the numbers involved. Can
a "4" always land on the same
square as a "2"? Which squares can
"5" and "3" land on?

Playing the game does therefore
give experience of multiplication,
multiples, and factors. Many pri-
mary school teachers will find this a
useful resource for work with seven
to nine year olds. However the na-
ture of the game means that it will
be used much more widely, too.

Design for
what?

Jessica Saraga

The Design Process
Six tape-side programmes, approx
£11 each, plus VAT
Focal Point Audio Visual Ltd, 251
Copnor Road, Portsmouth, Hants

"Everything that doesn't happen by
accident is the result of design."
Axiom or aphorism, it's an arresting
statement, but from then on the
Design Council's filmstrip and cas-
sette commentary go downhill all
the way. There is nothing wrong
with the message, that design is im-
portant because it can help create
products which meet needs, and
therefore generates wealth.

This is seen in the context of a
human instinct, the urge to make
"an imaginative jump from the pre-
sent facts to future possibilities", to
plan, create, to test and modify,
though the premium in industrial
design, it is emphasized, is on get-
ting it right first time.

This all seems sound and sane.
However if these criteria are applied
to this product, it is found to be
sadly wanting. Safety, reliability,
performance, ease of use and
appearance are what we're encour-
aged to look for. The first two,
perhaps, we can take on trust.

How about performance? Does
the product do what it sets out to
do? Its aim is to "help to explain
the key role that design plays in
improving the economic perfor-
mance of industry and a more sat-
isfying quality of life", and yes, this is
the message identified, but the man-
ner of presentation is neither strik-
ing nor comprehensive.

There is little here on design pro-
cesses and nothing at all on the vast
possibilities opened by computer-
aided design. Although the area of
market research is hinted at - design-
ers are "people who identify hu-
man needs and find ways of sat-
isfying them", "Products are designed
either to meet a demand or to cre-
ate one" - nothing is explained.

How do you identify a human
need? How do you create demand?
Was this resource itself, we might
wonder, designed to meet a need or
create a demand? Who is it aimed
at? Well, "although primarily de-
signed for schoolchildren it is hoped
that this presentation will also in-
terest and inform adults".

Perhaps this double target ex-
plains why, although the commentary
is simple, the examples are not of
obvious interest to children - the
design features of an electric iron,
the impact of advancing technology
on washing-machine design, the pro-
cess of designing a new pillar-box.

With ease of use, there is another
drawback. The filmstrip is linked to
the pace of the cassette. The cas-
sette runs 13 minutes. The filmstrip
has 80 frames. You would either
have to flash them past about once
every 10 seconds, or keep stopping
the tape. On the other hand, you
might not want to show some of
them for anything like 10 seconds
having once seen what they're like.

Ten of the 80 show nothing more
than various views of designers de-
signing, or in some cases designers
just talking about designing. Many
of the others are cluttered, confused
and uncomprehending, with no evidence
that any design thinking has gone
into them at all.

The best frame is an elegant
linear graphic - the only one in the
filmstrip - of a dustbin stuffed with
the designs that didn't quite make it
and had to be thought out again.
Perhaps this version of the filmstrip
should have joined them, because
what it all adds up to is a product
which doesn't meet a clearly defined
need, is not easy to use and fails to
exploit its visual potential. CDT has
enough problems of status and re-
cognition without being saddled with
resources like this one.

Contemporary science

Martin Hollins on Channel 4's science programmes for children

CHILDREN'S/EDUCATIONAL

TELEVISION

Start Here
Video Arts Television for Channel 4
Wednesdays, 5.30 pm.

Channel Four's first science series
for schoolchildren has been carefully
thought out and attractively pro-
duced and the result is an interest-
ing mixture of familiar ideas in a
contemporary setting. The theme is
physics, the place is "an ultra-modern
kitchen sometime in the future" and
the actors are four children under
the tutelage and care of a
robot called Konrad.

The target age range for the pro-
grammes is 9-14-year-olds, the chil-
dren are carefully selected group
matched for sex and containing an
ethnic minority of 25%, appear to
be towards the younger end of that
range. The content is intended to

cover the main topics and ideas of
physics in introductory courses: air,
liquids, materials, gravity, motion,
sound, heat, electricity and so on.

The programmes are mainly sim-
ple investigations by the children,
directed by Konrad, interspersed
with filmstrips or other background
material. Each programme is sup-
ported by a teacher's guide, work-
sheets and experiment sheets, so
that the activities shown can be re-
peated and extended by children in
class or at home.

The first programme, *The Fan-
tastic Power of Air*, has a fairly con-
ventional content showing that air has
volume and weight, and that it con-
tains oxygen which is used in burn-
ing. There were also demonstrations
of the effects of atmospheric pres-
sure. It is the kind of material which
physics teachers have been using to

entertain their first years for genera-
tions.

Entertaining physics teachers,
however, are in short supply, and
the programme offered a most
attractive alternative, with some im-
pressive filming, agreeable children
and the all-knowing Konrad. The
material material in *The Liquid*
was very varied, with some excel-
lent demonstrations of surface
tension.

The series is nicely paced, with
the out-of-the-kitchen sequences
linked by Konrad being loaded with
a memory disc. The teachers' ver-
sions are usually divided into three
segments, as each contains enough
material for a class lesson follow-up.

The secondary science teacher
may find the series rather
elementary for general use, though
its clear visual style would provide
excellent remedial support. For the
primary teacher the series has a lot

to offer both in its stimulating pre-
sentation and in its sound and
straightforwardly written back-up
materials.

Perhaps the most adventurous
part of this whole venture is the
transmission time of 5.30 pm for the
series is aimed to appeal directly to
the children, competing not only
with the attractions on the other
channels but also with those of
home. It may be that the unpre-
pared teacher will have to watch the
series to keep up with the children's
questions!

The programmes are also available
from Video Arts Television Ltd, 68
Oxford Street, London W1A 9LA.
Tel: 01-636 9421. Teachers can rent
the package for each programme, it in-
cludes a VHS format video cassette,
teachers' guide, worksheets, and ex-
pert sheets.

Now You See Me, Now You Don't
explores the array of different
methods used in the insect world to
camouflage the animal. All are care-
fully illustrated with numerous ex-
amples.

The final film illustrates the fasci-
nating array of methods used by
spiders to capture their prey. The
methods range from the common-
place web to the more bizarre, such
as the spider that throws a net over
its prey.

Throughout these films the stan-
dard of photography is very high
and the material has been edited
very carefully. A pity then that in
the third and fourth film the com-
plaint is so rushed that it largely
spoils both one's attention and en-
joyment. The absence of any
teaching notes is an important omis-
sion as it is often extremely difficult
to pick up the points.

If these two points could, in some
way, be corrected, it would make
these films outstanding visual con-
tributions to our understanding of
the diversity in the insects' and spi-
ders' world.

Insects
and
spiders

by John A Barker

FILMS

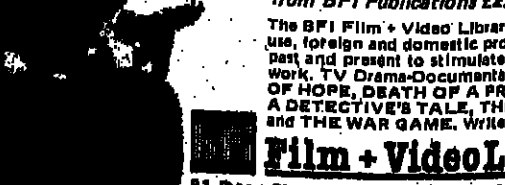
Every care - but no responsibility
Blue Print for Survival
Now You See Me, Now You Don't
Come Into My Parlor Said the Spider

All about 20 minutes running time.
Produced by Mantis Wildlife Films
for the Bank of New South Wales.
Sales Inquiries to: Educational
Media International, 25 Boileau
Road London W5 3AL

The first three of these films are
concerned with insects, the last with
spiders, one of the insects' most

DRAMA-DOCUMENTARY:
TELEVISION'S
CONTROVERSIAL
HYBRID FORM

NFT SEASON
DOSSIER
British TV Drama-Documents
Feb 3-28, National Film Theatre, Southbank
Waterloo. Box office: 01-928 3232.
Drama-Documents is a BFI (British Film
Institute) Publications £2.50 + £1.00 p.p.
The BFI Film + Video Library distributes, for rental
use, foreign and domestic programmes from national
and present to stimulate and complement cur-
riculum. TV Drama-Documents available include:
OF HOPE, DEATH OF A PRINCESS, LAW AND ORDER
A DETECTIVE TALE, THREE DAYS IN MICHIGAN
AND THE WAR GAME. Write for how to order to:
Film + Video Library
81 Dean Street, London W1V 6AA. 01-734 6441

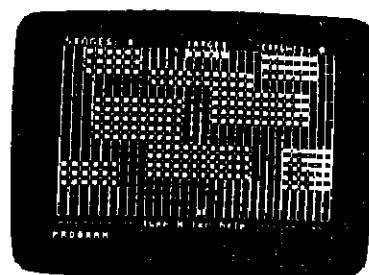


81 Dean Street, London W1V 6AA. 01-734 6441

RESOURCES/SOFTWARE

Training programs

Jacquetta Megarry reviews the software which accompanies the Micro Primer training pack from the Microelectronics Education Programme



From "Crash".

Financial help from the Department of Industry to buy computers is of little use to primary schools in isolation. Without examples of software which run easily and demonstrate convincingly the value of the hardware, few uncommitted teachers will be impressed. The computer will too easily be appropriated by that small band of enthusiasts prepared to spend long extra hours learning to write and adapt software.

Thus the software component of the Micro Primer training package (reviewed last week) is of crucial importance. There will be four software packs from Tecmedia, containing a total of 30 new programs; this review covers the first instalment of 11 programs and Facitile, a separate review from Cambridge Micro Software. All are produced in three versions for Sinclair, Research Machines and BBC Micro, and there has been no unwise attempt to make one set of documentation suffice.

This review is based on the BBC version which is designed for a Model B (or 32K expanded Model A). Minor changes will allow a standard Model A to run "Animal" and "Mquiz/Quiz" in addition to the two useful little programs to check control settings on your monitor and tape recorder "Hello" and "Testcard".

The first instalment of software covers a wide range of topics, with the emphasis on promoting verbal, spatial and reasoning skills rather than conveying facts or drill-and-practice. The software is generally user-friendly and the documentation carefully written and well-presented. Inconsistencies are minor, but since MEP is in the happy position of setting its own standards, surely short-cuts like "N" for "NO" should work in all or none of their programs - not just in some?

Likewise, conventions are needed about whether or not the program disables the BREAK key, and whether the user has to press the space bar, RETURN or neither in order to start the program.

"Crash" is a strategy game in which use of colour, obstacles and gratifying sound effects give much of the motivational appeal of the arcade. By the simple requirement that pupils must specify their route in advance before anything will happen, it motivates pupils to plan ahead - always assuming that they get past the stage of preferring the rewarding crash noises to the "success" signal on reaching the target.

The route is "programmed" in a simple code. For example "F6 L" moves the arrow forward 6 moves and turns it 45 to the left. Longer strings of instructions can be built up to guide the arrow through more complex paths, and edited until they work correctly. The strings would be easier to read and check if the program did not insist on turning them all into one "word", especially as the teachers notes tend to insert spaces between instructions.

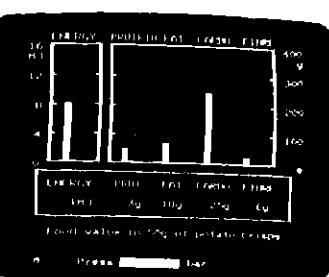
Also, 45 seems an arbitrary choice for the "unit" of turn, so that "R2" is needed for a 90 right turn. Some teachers might think it well worth the extra keystrokes needed to type "R90" to avoid confusion over units. Alternatively, if using the program in conjunction with the programmable floor toy Big Trak (an eminently suitable combination) it would be useful to be able to substitute "R15" to correspond with Big Trak's "clock" units. Minor regrets apart, CRASH is a well-designed program, with an admirably wide range of difficulty levels.

Another excellent program is the "Animal" game in which the child "teaches" the computer how to distinguish between different animals. The MEP version of this well-known program is easy to use, and the documentation brings out the flexibility of the exercise. Each time the computer fails to guess the chosen animal, the pupil has to suggest a question which would have successfully identified it. Thus language skills are developed by the need to ask good questions and information skills encouraged in finding out the answers. Pupils can save the "data" (questions

and answers) from each occasion of play on cassette and try out each other's data cassettes. The notes draw attention to the scope for pupils to build up specialised knowledge and indulge in a degree of friendly competition.

There is an old puzzle about how the farmer is to get the fox, the goose and the grain across a river in a boat which will only take one at a time. The trick is to avoid the fox eating the goose, or the goose eating the grain, while the farmer ferries. "Farmer" has computerised this puzzle, with animated river crossing and slightly disappointing graphics of the dog and chicken (into which the fox and goose have been transmuted).

Once an adult has worked out the answer, he may find little point in this program, but children often react differently. Group and class discussion add a new dimension in any event. It is a pity that the problem is not first presented in simpler language and that skipping this is not encouraged on subsequent attempts. Moreover the effect of leaving the dog with the chicken is disappointing: after a message saying that the chicken will now be eaten by the dog... PRESS SPACE BAR you expect feathers to fly on the screen and decent clucking effects from a BBC Micro. Alas, the chicken simply vanishes in total silence. Perhaps MEP want to avoid rewarding the wrong strategy!



From "Shopping".

Overall, then, the MEP/Tecmedia collection set high standards for their successors, and represent good value for money. Unfortunately "Facitile", the first release from CUP's Micro Software imprint, is not as well documented. This is a great pity, because the data base concept is of great importance to education, and these programs have been carefully designed (by Daniel Chandler, who also wrote the Micro Primer study text). "Yourfacts" introduces children to the concept of collecting and retrieving information with facts about themselves. "Facitile" is the main program - a flexible and powerful tool for making, looking at and changing data files.

"Facitile" receives only eight pages in the booklet, with most of that space devoted to sequences of sample screens which are hard to read. What is missing is a clear overview of the structure of the program, together with a simple statement about what types of input will be accepted. This is particularly necessary because the software has been designed to give the user great freedom, in a way which the booklet fails to make clear. The sort of difficulty which a novice can encounter is best illustrated by the data file "Dino", which is included in the two-cassette pack.

The way in which bordered boxes on the screen suggest replies of a certain length is potentially misleading. For example, if you want to search for dinosaurs of length greater than four metres, you are supposed to put "4" into a "Scrubber" response box, although this only becomes apparent if you scrutinise the notes with a magnifying glass. Unfortunately, the answers "four", "more than 4", or "between 4 and 9" not only fit the box, they are accepted as if valid. The program seems to confirm the input with a question like "you want to see all DINOSAURS with LENGTH more than FOUR. Is that correct?". It then proceeds to produce meaningless "answers".

It was helpful to provide a ready-made data file, and dinosaurs are an obvious choice when every primary school in the land seems to be doing projects on them. But is it such a good idea to program which appears to tolerate no spelling mistakes in input? It would be easy to mis-spell several of the dinosaurs included. Requesting details on "Iguanodon" (as it is spelled in the notes) evokes a frosty message "No such dinosaur in file". DINO only knows about IGUANODONI! If the publishers can't get it right, how many children will be frustrated by mis-spellings, especially when attempting the like of Quetzalcoatlus?

As it stands, then, this pack is not adequately documented as an introduction for novices. Let us hope that Cambridge quickly bring out a new edition.

As a whole this first package of programs is well-designed and presented. MEP have struck a happy balance in providing software which is both user-friendly and educationally worthwhile. Teachers with little or no experience will easily be able to run these programs and see their educational benefits. They are neither stuck in the drill-and-practice mould nor

Basic processes

Word Hunt, £2
Balance Multiplication, £2
ESM, Duke St, Wichester, Wilt
PE13 2AE

ESM is a new company, and programs for primary school, the lower secondary years, and programs are designed to be easy to use and robust, and to give teacher control of level of difficulty. Unfortunately, they seem to be limited to the testing or practice of basic processes and, in the case of the review programs, it is not clear what purpose there is in putting the exercise in a plastic ring binder.

With the Word Hunt program, the use of the computer was actually harmful. These programs are based on the old train journey game of making short words from the letters of a single longer word. When a computer announces that such as "oh", "ing" and "gic" are not allowed, any positive mental exercise is more than cancelled out.

The arithmetic programs are good use of the PET graphics to again the programs are of doubtful validity and marred by faults. An answer to 6x5, 30 is marked correct and 32 is marked incorrect, but a response to 40, the screen displays 6x5=4 with a large cross, discouraging the pupil to try to say 40 again rather than think about arithmetic.

The programs are cheap, clear written and easy to modify, so they may be of use in primary schools. They are part of a large collection of 25 programs for the PET, ESM also publishes programs for Apple 380Z, TRS80, UK101E, but it is hoped that more exciting material emerges in future. David Sisk

Computerise your school records!

"STUDENTDATA" STUDENT RECORD SYSTEM

Designed by a teacher, FOR teachers

- Up to 9 year storage of standard student and teacher details.
- Timetable and exam facilities.
- Easy adaptation to individual systems.
- Rapid access to all records.
- 16 on-screen and printer reports.
- Full archiving facility for old records.
- Structured password security.
- Software suitable for Commodore, Apple, BBC and most other microcomputers.

Please write, stating hardware to be used, to: EBC, Box No. TES 004533, The Times, WC1X 8EZ

"turtle" £5.00
low res. for 18K Spectrum

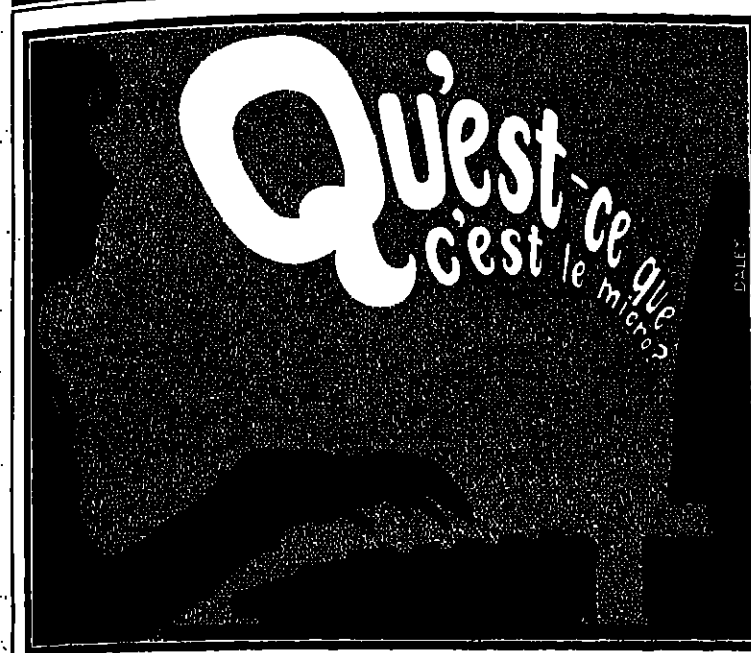
"turtle 2" £6.00
high res. for 18K Spectrum

(including tax, booklet, UK postage - two of each)
40 learning programs
Please send one for details to:
AVC SOFTWARE
PO Box 418
Birmingham B11 7W

EDUCATIONAL PROGRAMS for the BBC Model B (20K)

GEOGRAPHY - ITALY - colour graphics, map, river, sea, etc.
GEOGRAPHY - FRANCE - colour graphics, map, river, sea, etc.
GEOGRAPHY - GERMANY - colour graphics, map, river, sea, etc.
GEOGRAPHY - SPAIN - colour graphics, map, river, sea, etc.
GEOGRAPHY - GREECE - colour graphics, map, river, sea, etc.
GEOGRAPHY - TURKEY - colour graphics, map, river, sea, etc.
GEOGRAPHY - AFRICA - colour graphics, map, river, sea, etc.
GEOGRAPHY - ASIA - colour graphics, map, river, sea, etc.
GEOGRAPHY - AUSTRALIA - colour graphics, map, river, sea, etc.
GEOGRAPHY - ANTARCTICA - colour graphics, map, river, sea, etc.

RESOURCES/SOFTWARE



Present imperfect

Mike Waters and Bob French review two French grammar programs

Comprenez I
Répondez I
Produced by Five Ways Software
Publ: Heinemann Computers in Education Ltd.
£12.50 each (+VAT = £14.38)
Available versions: 380Z and Apple

Comprenez I and Répondez I are, as the teaching notes explain, the first two parts in a projected series of French grammar revision programs, designed to provide structured drill and practice in the present, perfect, imperfect and future tenses and in other aspects of French grammar, idiom and vocabulary.

These discs deal with the present tense. Comprenez I gives practice in translation from French into English by means of multiple-choice comprehension questions, and caters for most ability ranges, while Répondez I provides practice in translation from English into French, catering "mainly for the more able student". Five "levels of difficulty" are included, and any of these can be selected with any type of verb. In Répondez I there is a facility to allow the teacher to "lock" into a particular combination, though it is probably naive to assume that children will not very quickly spot how to "unlock" it. Examples are available throughout the program for the student to refer to, and an accompanying Student Booklet gives vocabulary and grammatical notes for him to consult.

Both programs come in attractive packages, and by following the teaching notes we were able to load the discs into our 380Z with ease. The programs run smoothly, without hitches, and we like the judicious use of light and dark grey boxes, characters, boxes and underlines to highlight important items, as well as the simple, clear instructions - though why were they in English at the start of Répondez I ("more able students") but in French in Comprenez I ("most ability ranges")?

A minor point, maybe, but one which does underline the basic methodological assumptions behind the programs. At the end of each section (five questions in Comprenez I, six in Répondez I) is that "score" - the score is displayed numerically and graphically. We found the delay between sections, which can be quite long, particularly at higher levels of difficulty, rather irritating. Unfortunately, once an option has been selected, there is no way to escape from it other than to work through the whole section.

A major disadvantage of the program is that it lacks versatility. There are often two or more ways in which a given word can be translated, especially out of context, and little allowance appears to have been made for this. How, for instance, does one translate "she re-

turns/goes back", "we are walking", or "are we leaving"? If no indicator is given of the verb one is to use? "Elle retourne", "nous nous promenons", and "partons-nous?" were all rejected. There was too much emphasis on the "I can do" form of the English present.

Comprenez I may be designed for "most ability ranges" but a considerable level of ability and sophistication is required to pick out the correct translation of "j'entends" from: "I listen", "I intend", "I extend", and "I understand". (In Répondez I, not to be caught out twice, we translated "can you understand?" as "entendez-vous?" - and were promptly marked wrong again!) And the student who works out what "she won't listen to herself", "it can't be heard", "she can't hear herself", and "it doesn't extend" translates as "elle ne s'entend pas" surely doesn't need to be working through this program at all?

The authors of Comprenez I seem to have had difficulty at times finding answers for the questions, and possibilities such as "to scrub pans" for "briller", "to wring" for "sonner" (is vocabulary being tested or spelling?), and "it's a mouse" for "il sourit", ingenious though they are, may not be very instructive.

The examples that can be called up in case of difficulty are useful, but the weaker student could be forgiven for wondering why he was being shown the present tense of a verb with which he had problems with "as-tu que j'arrive?". In Comprenez I the model of the imperative of the regular -re verbs gives an incorrect form in the singular. Another small programming fault: in Répondez I, the underlining starts and finishes a letter too early.

We were disappointed and surprised to find, in as sophisticated a program as Répondez I, the computer did not reject anything that was incorrect. In fact, it displays whatever the student types in - and that could range from incorrect French to words in another language to the witty or scurrilous! The computer should show the correct answer after a certain number of mistakes has been made and invite the student to try again - and again, until he has given the correct answer, displaying all the while only such correct letters as are typed in.

The learning process is not sufficiently enhanced simply by displaying his two incorrect efforts with the correct answer and then inviting him to move on?

In spite of these criticisms, we and our pupils liked and enjoyed the programs.

The authors of these programs have, however, attempted to do too much. Perhaps it would have been preferable to produce a separate disc for the negative and interrogative (plus the interrogative-negative?) and concentrate on basics here?

Architectural differences

Ian Murray and Bob Dolden on a package designed to model the principles of the architecture of a processor

AMC Simulating System Program and User's Guide
by Peter Bishop
Published by Nelson and their software subsidiary NELCAL as a support to the A level text *Computing Science*, by the same author. £55.00.

The package is delivered as a 100 page user manual with two copies of the software on mini floppy discs in different versions for the RML 380Z and 32K Commodore Pet. The RML version contains two versions for use on 32K and 56K machines without high resolution graphics. The user manual is in a plastic ring binder, which may not stand up to wear and tear, but the text is laid out clearly with sensible bold headings and a readable type face.

The package is designed to model the principles of architecture of a processor, its assembly language and machine code. The model chosen relates to the PDP-11, ICL 2900 and Z80 based microcomputers.

It is also intended to develop experience and skill in low level programming and to investigate effects of modifications to the model computer.

It is claimed that a highly motivated beginner may be able to use the package, and an awareness of computers is recommended. For the third objective, an extensive knowledge of BASIC would be required to modify the simulation program, but 30 pages of the user manual are devoted to an annotated listing of the program. However, though processor architecture is not itself assumed, a knowledge of the fun-

damentals of data representation, Boolean logic and computer arithmetic are required. The user is referred to the A level text *Computing Science* to obtain the relevant knowledge.

The architecture of the Advanced level Model Computer (AMC) is very similar to a simplified view of the Z80 architecture. Block diagrams in the text illustrate the outline architecture and subsequent details of each part of the CPU are expanded in block diagrams of their own. Data channels are shown but nowhere is there a detailed walk through of the flow of code into the various sections of the computer as the machine cycle is executed.

However one diagram clearly shows the manner in which the 16 bit word is to be decoded for each of the instruction types available on the AMC. This diagram is offset by a thoroughly obfuscating chart that takes the reader through the execution of instructions.

Rather than familiarize the student with a small subset of the assembler the user is effectively required to familiarize himself with all types of instructions. There is no quick cross reference section and the list of the valid assembler mnemonics is hidden on page 29 while the valid machine code is placed on page 15. Only four lines of text are dedicated to the reasons for writing in assembler and we do not believe that as an introduction to machine code and low level programming the package adequately simplifies the learning process.

The package allows the user to input, edit and store on disc programs in assembler language of up to

64 instructions, their assembly with listings of the associated machine code, and its simulated execution with options to list register and store contents.

The supplied disc contains 32K and 56K versions of the software together with example programs but not the BASIC Version 5 interpreter. Unfortunately the programs are supplied in a core image format only compatible with RML Extended BASIC Version 5.0A. (The programs as supplied to us cannot be loaded by any other version of BASIC interpreter.) RML inform us that Version 5.0A is no longer supplied as it contained several bugs eliminated in Version 5.0L, the current version being supplied by them. Unlike the 56K version the 32K version consists of three overlays and a command module. The user is required to call the appropriate overlay before issuing system commands and thus the two versions are not user compatible.

The command to print program listing on a printer did not work.

We were surprised to find that the program relies upon the interpreter for input prompts. SIC prompting for more input is not particularly informative as is the exit from the program using the appropriate command which produces the message "Interrupted in line 3850". The assembly language requires fixed length fields on input and every input line must be preceded by a space because the guide explains "leading spaces would be removed by the system". The guide gives no restart information for recovery from BDOS errors, resulting in loss of any input source program.

Addison-Wesley Computing

A major new primary computing project

Croydon LOGO Project

LOGO CHALLENGE

Heather Govier and Malcolm Neave
Project Adviser: Paul McGee

LOGO CHALLENGE is an interactive book/software package for children aged 9 to 13 years.

Written in BASIC, the program simulates the "turtle graphics" aspects of the full LOGO language. Using LOGO CHALLENGE commands, pupils can move the "turtle", or "screen pen", to produce an infinite variety of pictures and patterns.

It is the process of using the commands to draw a particular shape, working out solutions to 'bugs', and experimenting with alternative commands which is the essence of LOGO CHALLENGE. The interaction between a group of children and the computer gives insight into programming procedures, problem-solving, and geometry.

Any drawn picture can be stored in the computer's memory and used again in more complex drawings. These stored procedures can also be saved on individual or group 'files'.

Pupil Book

The highly illustrated, two colour Pupil Book is organised into a series of 10 graded Lessons. Following each Lesson is a section of Challenges which encourages children to explore and experiment with the commands they have learnt.

Teacher's Guide

The first part of the Teacher's Guide is a teacher's introduction to LOGO CHALLENGE, and the second part looks at more complex procedures. Notes on classroom organization are included, together with suggested solutions to many of the Pupil Book Challenges.

Software

Two copies of the cassette or disc are supplied, one of which is a back-up copy. Slide 1 has the LOGO CHALLENGE program, and Slide 2 contains the Answer File TEACH, which gives solutions to all the Pupil Book Challenges.

LOGO CHALLENGE is available as a teaching pack for four different computers:

- BBC Acorn Model B (cassette)
- Research Machines 480Z (cassette)
- Sinclair ZX Spectrum (cassette)
- Research Machines 380Z (disc)

Each teaching pack contains one copy each of the Pupil Book and the Teacher's Guide, plus two copies of the appropriate software. The Pupil Books are also available separately in packs of 5.

ACORN USER

Addison-Wesley also publishes 'Acorn User' magazine for everyone with a BBC Micro or Acorn Atom. For further details, please tick the box on the coupon.

Addison-Wesley Publishers
53 Bedford Square,
London WC1B 3DZ

Please send me:

- Teaching Pack for BBC Model B £29.95
- Teaching Pack for RML 380Z £29.95
- Teaching Pack for ZX Spectrum £29.95
- Teaching Pack for RML 380Z £29.95
- Pupil Pack (5 books) £14.95
- School Computing Catalogue 1983
- Complete Computing Catalogue 1983
- Acorn User magazine subscription details

Name _____
Position _____
School _____
Address _____
Tel: _____

Addison-Wesley Publishers
53 Bedford Square, London WC1B 3DZ

COMPUTER TROLLEY

- AND PATENTED SECURITY DEVICES
- Suits all types of School Computers
- Stable, mobile or braked versions available
- Tough Laminated top
- Optional monitor shelf and turntable
- Despatched flat pack
- Easy assembly requiring no tools
- Four sizes available

Write, phone or telex

SELMOR (Engineering) INDUSTRIES LTD.
Steel Tubular Furniture
24 MULBERRY STREET, TOWER HAMLETS, LONDON, E1 1EH
Telephone 01-247 3344 Telex 88822



GRIFFIN SOFTWARE

FIRST EDITIONS ARE RARE

Makes sure you have a copy of the Griffin Software Catalogue containing details of educational software for the most popular microcomputers. Every school will be sent one, but if you want your own first edition write to:

Griffin and George, Ealing Road, Wembley, Middlesex HA9 1HL

Flores plc Scientific Equipment Division

MEP North West Regional Centres Educational Software Required

As part of an MEP project we are preparing details of educational software for distribution initially to the 270 secondary and over 1000 primary schools in the region. These reviews will also be circulated to all MEP Regional Centres. If you would like details of your software to be included please send us a copy together with details of price and where copies can be obtained.

Send material to: Skelley Evans, MEP: Manchester & Cheshire Regional Centre, Regional Information Centre, Liverpool Polytechnic, 70 Mount Pleasant, Liverpool 3 5UJ


Harrap Books

EXTRA

Italian – for schools and self-starters

Reviews by Tom Baldwin

Living Italian. Third edition. By Maria Vulgimigli. With Revisions by David S. Watson.

Hodder and Stoughton £2.45. 0 340 26030 0. Tapes or cassettes will be available from Tutor-Tape Company Ltd, 2 Replingham Road, London SW18 5LS (Tel. 01-870 4128/9). Showroom at 100 Great Russell Street, London EC1B 3LE (Tel. 01-580 7552).

Italiano espresso. By Giovanni Carra. Cambridge University Press. Course Book. £4.95. 0 521 28220 9. Set of four cassettes: £20 + VAT. 0 521 2377 7.

New Italian Self Taught. Revised by Mario Pel. Barnes and Noble Books \$4.95. 0 06 46316 X.

Spotlight on Italian. Edited by Ottavio Negro.

Pan Books in association with Heinemann Educational Books £1.75. 0 330 26472 9.

Living Italian is now re-presented in a third, extensively revised, edition more than 20 years after it first appeared. The course aims to provide a solid grounding in the Italian language as it is used today. It is intended for beginners working on their own or attending evening classes. It is also widely used in schools as a course-book leading to CSE and O level. There are 30 lessons, divided equally into three sections with a revision test at the end of each section. Every lesson contains an exposition of points of grammar, an Italian-English vocabulary list, a short situational narrative or dialogue and exercises. The last 14 lessons centre on *il viaggio* which takes would-be travellers from London to Italy and back again by train. Line-drawings illustrate some of the



Boy meets girl in the Going Out section of "Destination Italy" a survival language course from Harapp (Teacher's Book £4.75. 0 245 53688 8. Student's book £2.95. 0 245 53689 6. There are also two cassettes or tapes) P J Steele is the author, B Mead took the photographs.

places visited – Genoa, Vinreggio, Pisa, Florence, Siena, Rome, Milan and Venice, and there is a useful, uncluttered map showing the 20 regions with their *capoluoghi* and the countries with their *capoluoghi* and the countries with their *capoluoghi*. The exercises are of the traditional kind and they include comprehension, translation and sentence-formation as well as a course-book leading to CSE and O level. There are 30 lessons, divided equally into three sections with a revision test at the end of each section. Every lesson contains an exposition of points of grammar, an Italian-English vocabulary list, a short situational narrative or dialogue and exercises. The last 14 lessons centre on *il viaggio* which takes would-be travellers from London to Italy and back again by train. Line-drawings illustrate some of the

about 1,400 items and there is an index to points of grammar. Throughout the book, help is provided with accentuation in *parole non piane*. Used together, the tapes and the course-book will offer the learner an excellent opportunity of experiencing living Italian. *Italiano espresso* is a complete course in modern Italian. It consists of a course-book and four audio cassettes that take the learner *ab initio* to approximately A level in 26 units. Aimed at sixth form, adult and higher education students, the proviso is that they should be "intelligent motivated learners" – surely every teacher's dream! This course really is *espresso*. Every unit consists of a self-contained Italian text in a variety of styles – dialogue, article, anecdote, report, notes on vocabulary, grammar notes and exercises. The exercises have been devised to develop aural and oral skills first and then progress to reading and writing. They are varied and stimulating and, for those not on tape, there is an answer section in the book. Six units enable learners to check their progress regularly. Three appendices treat aspects of verb morphology and there is a grammar index. The Italian-English vocabulary lists some 1,800 main entries. There are crossword puzzles, advertisements, menus, a street-plan, a map of *i laghi* and numerous line-drawings. Learners are advised that they should rely on the set of audio cassettes, with four native Italian voices, as the principal guide to pronunciation. Not unreasonably, therefore, they could expect less background noise – a higher recording-level would have helped, and "exploded" recordings that would enable them actually to record their response rather than to have constantly to use the "Pause" or "Stop" button. That apart, *Italiano espresso* marks a radical move towards a reorientation of the criteria adopted in course construction. Its achievement lies in the way in which the needs of the learner have been identified and met by the author's skill in compounding notions and functions, structures, topics and situations. Students and teachers will find this an unsteady, unacademic course in the contemporary language but they must like their Italian *espresso*!

New Italian Self Taught has apparently survived at least the last 30 years. However, with a number of good Italian courses at most levels now available on both sides of the Atlantic, it is difficult to understand why it has been seen fit to re-publish it. It is true that this does not aim to be a course in the accepted sense of the word. There is no systematic treatment of grammar, for example, until the last of the ten parts into which the content is somewhat arbitrarily divided. There, the learner is exposed to "a full grammatical outline" in just over one hundred pages! *New Italian Self Taught* can not even be used for reference since there is no index.

This revised edition purports to have eradicated outmoded expressions and to have modernized the language. However, the self-taught learner who manages to pick his way through this *self-taught* will find himself transported to another world populated by "Madama la Contessa" and "Madama la Baronesse". *New Italian Self Taught* is a variable pot-pourri. Parts one to eight contain one or more "Main sentences" followed by numbered sentences with a parallel translation on facing pages, complete paradigms of verbs interspersed, provided, "an easy and effective method of fixing words in the memory" – liberally scattered, and a vocabulary section. Emphasis is laid on the acquisition of basic, essential words to be used in the context of a "sentence-mold" – for example, "Please bring me . . .", and on exposure to idioms as the quintessence of the language. Variations on the "Main sentence" consist of inserting a new noun, verb, adverb and so on in the appropriate space. Footnotes are used to explain grammatical niceties. The prospective traveller to Italy is taken through a variety of situations by means of graded conversations. When he reaches part nine, however, he will encounter *Esercizi di lettura e di traduzione*, mostly culled from *Novelline e racconti* and in an Italian that is decidedly literary and even archaic. So much for being told at the outset that the model was to be "everyday conversational Italian". Sounds have been transcribed in IPA symbols. The Italian-English vocabulary at the end lists about 960 items. The beginner about to teach himself Italian could justifiably describe his intention by quoting one of the Tuscan proverbs collected by Giusti: *Dal detto al fatto c'è un gran tratto*. That proverb, included because proverbs contain "some of the folk wisdom common to so many nations", should perhaps have been applied to the conception, preparation and making of *New Italian Self Taught* a long time ago.

For *Spotlight on Italian*, Ottavio Negro has selected a wide variety of short newspaper and magazine articles, advertisements, cartoons, public notices and very brief extracts from contemporary novels to illustrate, in the words of the sub-title, facets of "Life and language in Italy today". The material, much of it reproduced facsimile, has been arranged thematically under twelve headings such as *Viaggi e vacanze*, *A tavola*, *signori*, *Casa mia, casa mia*, *Il cittadino e lo stato* and *Fede e misteri*. The subject-matter of individual items is listed in the summary of topics at the end where there is also a brief consideration of the provenance, tendencies and content of the newspapers and magazines from which the extracts have been taken. One of the problems in using *Spotlight* for learning and teaching purposes is that the material can go out of date very quickly. Ottavio Negro has, however, chosen his material with due care and attention. Ecological issues and alternative technology, for example, are likely to remain topical preoccupations and talking-points for some time to come. Difficult or unusual vocabulary and references to aspects of Italian life whose sense cannot be gleaned from the passages are glossed in English in footnotes. Help with pronunciation will have to be provided by the teacher. This is not the kind of reader that has to be worked through from beginning to end; nor is there an increasing gradient of linguistic complexity. *Spotlight on Italian* can be dipped into at any point and be relied upon to provide a variety of good, modern Italian that ranges from the conversational to the literary. In his introduction, Ottavio Negro suggests at least eight possible ways in which the material can be exploited for classroom use. It offers the student with an intermediate, O level knowledge of the language a fascinating introduction to aspects of everyday life in Italy of the 1980's.

Breakthrough Italian. By Gloria Carra. Pan Books. "Breakthrough Language Series". Complete Pack £1.95. VAT. Consists of 1 course book £5.00, 0 330 26792 2, and 2 audio cassettes, £12. 0 330 26893 7 and 0 330 26894 5. Order for at least one complete Language Pack may be accompanied by order for multiple copies of the course book.

Breakthrough Italian is a self-contained course in understanding, reading and speaking Italian. It is especially suited to well-motivated, non-examination students in schools, colleges or evening classes and is ideal for learners working on their own at home or others who wish to acquire a solid grounding in the language without necessarily having to learn to write it.

The *Breakthrough Italian* Language Pack consists of the course book and two audio cassettes that feature original and authentic dialogues recorded on location in Italy and that exploit situations likely to be encountered by the traveller. The dialogues are arranged in 15 sets and cover, for example, Talking out yourself, Accommodation, more about yourself, Time, Making travel arrangements, Car travel, The Weather, and Solving problems. The dialogues are short and in the book are followed by explanations and translations of words and phrases, the most important of which are listed – some for learning, some simply for understanding – at the section Key words and phrases. Other sections follow: Practice what you have learnt, Grammar, Read and understand (= sign language) and Did you know? (= information on Italian customs and culture). Your turn to speak, and Answers. In the reference section at the end there are five revision units, complete with answers, for every time on tape, a Grammar summary, the Italian-English vocabulary and some 950 entries on which *Breakthrough Italian* is based and an index. The book is attractively illustrated with copious black and white photographs, timetables, menus, signs, maps and line-drawings. A core of regular and common irregular verbs is used in a restricted number of tenses, predictable enough in everyday conversation: the present, future, *il passato prossimo*, imperative and the present conditional.

The audio cassettes are an integral part of *Breakthrough Italian*. The course lives in Italy and also in the studio, they offer a wide spectrum of native Italian speakers. On tape are all the dialogues and grammar units, key words and phrases and the answers to exercises (Practice what you have learnt and Read and understand). Mrs. Dillon-Weston explains, commenting, "The answer to save minority languages in schools and to distribute foreign language assistants equitably. Miss Browne's address will be listened to with close interest by all who have the interest of languages in education close to their hearts. And what can be more purposeful than establishing a national policy?" The word "purposeful" has been borne in mind throughout the planning of the conference. And so Richard Johnstone of the University of Stirling is to speak on "Communicative Competence in the Classroom" echoing the ideas of "communicative competence" discussed so frequently over the last two or three years. Similarly, the conference will end with a lecture from Barry Jones of Homerton College on "Making the foreign language serve a purpose: examples from classroom practice". Other important plenary sessions will cover "Observing modern language teachers in action", by David Sanderson, of York University, and "What teachers of modern languages and English as a foreign language have to learn from each other", by Peter Stevens, of the Bell Educational Trust and Mario Rinalducci, of

T D Baldwin is the compiler and editor of Teaching Materials for Italian, published by CLT, 1982. He is a former Chairman of the Association of Teachers of Italian.

"Purposeful language learning"

Booking is still open for the JCLA conference. Alan Smalley and Christine Wilding outline the programme

The Joint Council of Language Associations' annual course/conference has been growing in importance over the last few years as the range of topics covered has attracted more and more participants to its plenary sessions, working sessions and, very important, to share in the formulation of resolutions passed at the conference and subsequently distributed to educational bodies throughout the United Kingdom. Responses to these resolutions have indicated that policy-making bodies welcome and fully appreciate having a clear indication of what the language teaching profession views as matters of priority.

The 1983 conference is to take place at York University from Saturday March 26 to Monday March 28. It is organized jointly by the JCLA Conference Committee and the Language Teaching Centre at York University, director Peter Green, founded by Professor Eric Hawkins, who will be the guest speaker at the association dinner on Saturday evening.

Last year's conference at Warwick University attracted a record of more than 500 participants who attended either as visitors or full conference members. This year we expect to repeat last year's success.

A major attraction is always the Promoters' Exhibition which at York promises to be bigger than ever. The close cooperation that exists between the EPC (Educational Publishers' Council) and the JCLA Conference Committee ensures that a major exhibition of language teaching materials will be on display at the conference from 12.15 on Saturday March 26 to 6 pm on Sunday March 27. Day visitors will be particularly welcome to this largest exhibition in the country of language teaching materials – books, tapes, films, games from all the major language publishers. Specimen copies can be ordered and, of course, publishers' representatives are always willing to talk about new ideas for future publications.

The theme of the conference at York is "Purposeful Language Learning", and a wide range of speakers from all sections of the educational world has been invited. In particular we shall welcome Miss Sheila Browne, the Senior Chief Inspector at the DES, herself a linguist, who will speak on "Modern Languages: a national policy, practicalities and implications". The seeds of the notion of a national policy were sown some years ago at a JCLA conference by Mervyn Wigram, the then staff inspector for modern languages. Since then many linguists have argued that a national policy administered locally is the only answer to save minority languages in schools and to distribute foreign language assistants equitably.

Miss Browne's address will be listened to with close interest by all who have the interest of languages in education close to their hearts. And what can be more purposeful than establishing a national policy? The word "purposeful" has been borne in mind throughout the planning of the conference. And so Richard Johnstone of the University of Stirling is to speak on "Communicative Competence in the Classroom" echoing the ideas of "communicative competence" discussed so frequently over the last two or three years. Similarly, the conference will end with a lecture from Barry Jones of Homerton College on "Making the foreign language serve a purpose: examples from classroom practice".

Other important plenary sessions will cover "Observing modern language teachers in action", by David Sanderson, of York University, and "What teachers of modern languages and English as a foreign language have to learn from each other", by Peter Stevens, of the Bell Educational Trust and Mario Rinalducci, of



Using "Metro police" at Fakenham High School, not so much a game as an exciting opportunity to put the foreign language to work. See page 40.

Pilgrim English Language Courses. Also on the Sunday there will be a very practical session from Anthony Barley, BBC Education Officer, and Mary Law of Thames Television on "Getting the best out of radio and television".

Papers presented at last summer's assembly in Nottingham of the National Congress on Languages in Education drew attention to the importance of ethnic minority languages as part of the overall provision for language education in some schools. Many linguists acknowledge the need to teach such languages as modern foreign languages, though little is generally known about initiatives currently underway in many parts of the country. Mahendra Verma of York University, and Mary Bavington, who teaches Asian languages to adults in Bradford, with Barry Fitzpatrick, a member of the NCLE working party, will take up this theme for the first time at a JCLA conference on March 28.

Finally, the question of girls and boys and languages will be discussed by Bob Powell, of the University of Bath. The number of girls continuing languages, compared with a far smaller number of boys, has concerned linguists for a long time, and Mr Powell's address on "Opting in and opting out" should produce some good discussion points.

In addition to the plenary sessions outlined above the course/conference offers a choice of 18 working sessions aiming to provide the practising teacher with a variety of practical and useful ideas. Among these are several conducted by staff at the York Language Teaching Centre. "Materials for role play in language learning", Anthony Peck, "Hand-held and other visuals", Robert Clarke, "Introducing Italian in the sixth form", Mary Dalwood, "Language aptitude tests for schools", Peter Green, "Russian teaching materials", David Rix, and the relevancy of language teaching will perhaps be revealed in Keith Emman's presentation of his research on "What a sample of holders of French and German A levels did with their languages – 10 years on".

A session on computers for language learning, by Ian Gordon, Brethbury Comprehensive School, Stockport, is proving a popular choice among delegates who have already booked. Changing export markets mean that many businessmen take up languages in mid-career and thus demand a change of style from language teachers – two teachers in this field from Leeds Polytechnic and Witley Technical College will offer the fruits

of their experience in "Intensive language teaching for business purposes".

Several language courses in French and German at all levels will also be presented as workshops either by their authors or by a teacher who has used the material in the classroom. There will also be sessions conducted in the languages of the conference and there will be an opportunity to update oneself on the work of the various supporting bodies for which language teachers have good need to be grateful – CLT and the CBEVE (Central Bureau) will be represented by Alan Moys and Paddy Carpenter. Alan Moys will also speak on NCLE. In addition to this, Professor Sam Taylor, of St Andrews University, will report on the work of the National Council for Modern Languages in Higher and Further Education.

Finally, two sessions will be devoted to the formulation and approval of conference resolutions. These, as last year, will then be sent out to all bodies concerned with languages in education, local education authorities, examination boards etc. Here is a real opportunity for teachers to make their voices heard. Resolutions will be taken at the conference though it is hoped that as many as possible will be sent in advance to the conference secretary for inclusion in the briefing documentation.

A rich programme packed into three days, and a large attendance is expected. In order to encourage participation by younger members of the profession the committee has offered to waive the course/conference fee for those in their first two years of teaching, thus leaving them to find only their accommodation costs.

The conference is billed as "the only national forum open to all – teachers, advisers, lecturers, inspectors, industrialists and everyone concerned with the role of modern languages in our society", the programme obviously reflects this wide range of interests and is open both to non-members and members of the constituent associations of the Joint Council (ATG, ATI, ATR, APSP, BALT, MLA), though the latter receive the benefit of a reduced conference fee.

All inquiries and booking forms should be sent immediately to Mrs. Francine Vassie, JCLA Conference, University of York, The Kings Manor, York YO1 2EP. (Telephone 0904 59861).

Alan Smalley is Chairman of the JCLA Conference Committee and Christine Wilding is Treasurer.

EXTRA

ARNOLD - WHEATON
ARNOLD - WHEATON
ARNOLD - WHEATON

TRICOLERE

The major new French course for middle and secondary schools
Fast becoming the most popular 11+ beginners' course in the UK

by Sylvia Honnor, Heather Mascie-Taylor and Ron Holt
Published in association with the Nuffield Foundation

TRICOLERE STAGE 4 now in preparation in response to overwhelming demand from teachers
Scheduled for publication in late 1984

- A four-stage course leading to first examinations
- Combines topic/situational approach with clear grammatical progression
- Emphasis on listening and reading comprehension
- Ideal for mixed ability teaching
- Enjoyed by both pupils and teachers

An alternative 2-volume edition of *Tricolore Stage 1* will be available in June 1983.

INSPECTEUR BLEU DE BRESSE READERS

David Hay

An entirely NEW approach to reading in French

Six original, amusing and exciting stories that actively involve the reader who, as a rival detective, has to choose between two courses of action after each page in an attempt to outwit the ever-present Inspector Bleu. The series uses mainly the present tense and covers the most common vocabulary and topic areas. For pupils in their 3rd or 4th year of French.

THE TITLES ARE:
La princesse de Camel 0-560-09511-2
Le Vénusien 0-560-09512-0
La distribution des prix 0-560-09513-9
Les joueurs de pétanque 0-560-09514-7
Le voleur de Bidonville 0-560-09515-5
Les espions de Strasbourg 0-560-09516-3 Each book 70p

Set of six titles 0-560-09510-4 £4.20

A VOTRE AVIS

Revised edition

Stage 1 Scheduled publication June 1983

Stage 2 Scheduled publication June 1984

Revision by Derek Utley

This lively, stimulating course is based on natural and authentic French with minimal use of English and is very suitable for pupils aged 14+ who have completed *Tricolore Stage 3* and who wish to continue their studies to first examinations.

The revised and updated version of *A Votre Avis 5, 6 and 7* will have:

- Two stages instead of three
- New exercise and grammar sections after each unit
- Comprehensive French-English glossaries
- Revised Teacher's and Pupil's Books with a clear structured progression

All components will be available separately.

Full details of all titles advertised here are given in the ARNOLD-WHEATON 1983 Modern Languages catalogue.

To: ARNOLD-WHEATON Inspection Copy Dept. E J Arnold & Son Ltd, FREEPOST, Leeds LS10 3TS (no stamp needed)

Please send me inspection copies of the following:

TRICOLERE Stage 1 ☐ Stage 2 ☐ Stage 3 ☐
A VOTRE AVIS Revised edition Stage 1 (June 1983) ☐
Stage 2 (June 1984) ☐

INSPECTEUR BLEU DE BRESSE READERS

Set of 6 titles 0-560-09510-4

Please send me also your 1983 Modern Languages catalogue.

BLOCK CAPITALS, PLEASE:

NAME:

SCHOOL:

ADDRESS:

LEA:

T/42A

ARNOLD - WHEATON

Practical new language courses to first examinations for secondary and adult beginners

Lively, natural, useful French and German – carefully structured – adaptable – clear layout with attractive illustrations – minimal use of English – complete with grammar and vocabulary sections in each book.

BLEU, BLANC, ROUGE

FRANCIS GRAND-CLÉMENT, STEN-GUNNAR HELLSTRÖM and SVEN JOHANSSON
Adapted by ARTHUR J. MILLER

0 08-024173-5 Book 1 £1.50 ☐
0 08-024174-3 Book 2 £1.50 ☐
0 08-024175-1 Book 3 £1.50 ☐

DEUTSCH AKTUELL

BARBRO BJÖRNSSON, JOHANN HEINS and INGRID MALLBERG
Adapted by DAVID PHILLIPS

0 08-022898-4 Book 1 £1.75 ☐
0 08-022899-2 Book 2 £1.75 ☐
0 08-022900-X Book 3 £1.75 ☐

Also:

FRENCH LANGUAGE PATTERNS

B J and P E GOODMAN-STEPHENS

A new concept in grammar presentation enabling pupils to see French as a manageable set of related structures. Extensive graded practice material is given for each section. Ideal as a reference book or revision guide.

0 08-025003-3 £1.95 ☐

Teachers:

If you would like inspection copies, please tick the boxes beside the titles you require, write your name and school address below and return the complete advertisement to:
Arnold-Wheaton Inspection Copy Dept. E J Arnold & Son Ltd, FREEPOST, Leeds LS10 3TD (no stamp needed)
Please send me inspection copies of the titles I have ticked.

BLOCK CAPITALS PLEASE:

NAME:

SCHOOL:

ADDRESS:

LEA:

T/42B

EXTRA

Not for the lazy-minded

Reviews by Philip Lewis

Deutsch in Wort und Bild. Book 3. By Jane Berlinski. £1.25
Aus dem Alltag. By Graham Wilson. Cambridge University Press £1.75; cassette £8.00 + VAT.
So was! By David Phillips with Mark Hedson and Morag Munro. Hodder and Stoughton
German Topic Crosswords. By Carole Barnes. £1.85
German Conversation Topics. By Peter Sutton. Hodder and Stoughton £1.95.

The completion of Jane Berlinski's *Deutsch in Wort und Bild* has been eagerly anticipated and our expectations are more than fulfilled in Book 3. The latter is the final part of a course leading to CSE or similar examination and is a veritable bargain at its present price. The general approach is familiar from Book 2, though the chapter subdivisions conform in this last volume to the pattern of examination requirements. The reading comprehensions have questions in English and German, the listening comprehensions in English. These are followed by practice in oral work and situational dialogue, written composition and grammar revision. The only two new grammatical constructions introduced, more for recognition than active use, are the passive and relative pronouns. This is a delightfully lucid, straightforward and excellently designed course. There are no concessions to the lazy-minded and every incentive to the interested pupil. The general notes at the end of each chapter are of absorbing

interest and add much to the attraction of what is bound to be a most popular course. At the end of Book 3 vocabulary is listed both for each chapter and alphabetically and the grammar summary is admirably comprehensive. *Aus dem Alltag* has been devised primarily for practice in the role-playing tests in CSE and O level examinations. Each of the 15 chapters deals with a different everyday situation highly likely to be encountered in Germany or in an examination. The format is standard throughout: a dialogue, which is reproduced on the cassette tape, a role-playing dialogue with, both in the book and on the tape, questions from the interlocutor and blanks for the answers, a list of very relevant words and phrases, and further suggestions for exploiting the role-playing. The spoken German is of admirable clarity and the listed phrases, when thoroughly learned, should provide the degree of confidence needed to face the exigencies of the particular situation. The standard of difficulty is uniform throughout, with the exception of the last two chapters which call for lengthier concentration and the experience of having dealt with preceding chapters. The vocabulary ranges wide over an excellent choice of situations, and if both this and the technique are mastered as suggested by the author, role-playing will be a lively and enjoyable process, not an examination chore.

The main emphasis in *So was!* is on guided composition for CSE and O level examinations. The left-hand page consists of four, six or eight frame picture sequences with a list

of questions and necessary vocabulary on the opposite page. So many language books today, with every word translated, hardly need a teacher or presuppose one of limited ability. So was! is decidedly not in that category and will give enjoyment and instruction to the pupil and a sense of fulfilment to the teacher. David Phillips and his helpers have compiled 25 sequences, all remarkable for their ingenuity, entertainment, relevance and skilful presentation. Pupils will wish to compile additional vocabulary and phrases suggested by the pictures (and their teacher), but those given in the text are both apt and idiomatic. The pupil will be kept distinctly busy with his notebook but will accumulate in the process a very extensive vocabulary which will stand him in good stead. The titles alone (*Der schlaue Eisverkäufer, Vorsicht beim Trampen, Ein Skiurlaub, der schief ging, Die veräurte Klavierübung* etc.) will stimulate just the right degree of cerebration for the task in hand. Teachers who have not yet seen this exhilarating book should put it at the top of their lists. Letter writing is also included as an objective and letters in German (all but one purporting to come from Germany) are a variety of topics. Here again, the texts are remarkable for their natural and easy-flowing style; the author is to be congratulated on the assistance he has been given.

German Topic Crosswords will provide enjoyment and useful vocabulary for a wide variety of pupils at different stages of learning. The book has been compiled with the less academic pupil in mind, though the more able will certainly derive profit from it. It is cleverly constructed and carefully graded, with all forty-five crosswords devoted to a particular topic. Initial letters to the answers are liberally given; more difficult words can be found in the vocabulary at the end of the book. The crosswords can be traced into pupils' own exercise books and younger ones will enjoy colouring the outlined illustrations. Vocabulary under topic headings is valuable at any stage and the words gleaned from these cleverly contrived puzzles could be used in other spheres of German learning.

German Conversation Topics is intended for the older language student, whether at school or in an adult class. It presupposes knowledge of approximately O level standard, though the vocabulary - by virtue of the way the book is constructed - is often beyond this level in its topicality. It is essentially a discussion book based on the material given, virtually all of which is from authentic (and ascribed) sources, including travel brochures, concert and festival programmes, timetables, minibars, the German educational system, the Bundeswehr, wine, computer-dating etc. The range is so wide that full justice could only be done by listing all 24 chapter headings. Peter Sutton is not satisfied with the conventional and even the more experienced student will come across areas of knowledge not hitherto within his compass. Each text or extract is followed by a series of questions, discussion themes, suggested tasks and ideas for role-playing or situational dialogue. If the whole book is thoroughly absorbed, the resultant vocabulary and knowledge of Germany and Austria and their institutions would be quite remarkable. Not only would one be regarded as an expert in many fields, but one's services would be eagerly sought as a cook or house contents professional activities involved. The list of contents indicates the grammatical structures involved in each chapter. The section devoted to finding a wife or husband by computer is happily linked with relative



Girls in traditional Black Forest costume - could the head-dress have inspired Jennifer M. Russ makes no such frivolous suggestion in 'German Festivals and Customs' (Woffit £7.95, 0 85496 365 0), a lovingly researched and detailed collection of high-days and holidays sacred and profane, which will be useful in school for background on European studies.

Dispelling fears

Review by Robin Buss

Bilingual Children: Guidance for the Family. By George Saunders. Multilingual Matters. 0 905028 11 2
Evaluating Bilingual Education: a Canadian Case Study. By Merrill Swain and Sharon Lapkin. Multilingual Matters. £8.90, 0 905028 10 4. £3.90 0 905028 09 0.

George Saunders is an Australian, a lecturer in German and the father of two bilingual children. They are bilingual because their father and mother decided from the start that they should communicate with each parent in a different language, with the result that, as the eldest son remarked when he was seven, English became their mother tongue, German their 'Vatersprache'. They would thus have the benefit of knowing two languages and be able to adapt easily if their parents later went to live and work in Germany. There was another reason: from the moment when Thomas and Frank uttered their first ambiguous sounds, their father was ready with the tape-recorder, eventually amassing some 400 hours of conversation which form the essential evidence presented in his book. Was the whole house wired for sound, or did Dad have a microphone taped to his vest pocket? However it was done, the result is a fascinating compilation and, though, as Saunders admits, the evidence is largely anecdotal, it raises and partially answers some of the most important questions about bilingualism in the context of the actual experience of one family.

The transcripts themselves dispel one of the misgivings the reader is bound to have about the whole enterprise: Frank and Thomas are obviously intelligent, well-adjusted children whose relationship with their father seems to have survived having a microphone thrust at them in the middle of their bedtime story and even to have benefited from the use of a 'private' language. Their conversations, supplied with English glosses for non-German readers, are a delight and have the immediacy of a multilingual documentary.

We are eavesdropping, however, on a middle class family which has

chosen (at least, in the case of the parents) to submit itself to this experiment. The results strongly suggest that neither the children's academic nor their personal development suffered; if anything, the reverse. But we are talking about a white Australian family where English was one of the languages of the home, and whose problems are therefore rather different from those of homes where a cultural and linguistic fence separates the children from the society around them. Even so, this is one of the most convincing, and the most readable, contributions to a field which has been fertile in misconceptions and ill-founded interference, and it will provide valuable support and advice to parents in linguistically mixed marriages and to speakers of languages such as Welsh which have been discouraged in the past because of their supposed detrimental effects of bilingualism.

They will also be encouraged by the findings of Merrill Swain and Sharon Lapkin's report on total immersion schemes under which Canadian children from English-speaking homes are given all or part of their schooling in French. The statistical evidence they provide shows that the subjects' rate of progress in science, maths and English, compared with that of children taught in the native language, did vary in some grades (at times, it was actually proved), but that in the main there was no obvious disadvantage. This may have been partly because the approach was not dogmatic and pupils were never forbidden to use English as well as French in the classroom.

Two conclusions are of special interest. Firstly, the report tends to suggest that ability in French is not, in this type of scheme, linked with 'under-achievement' in other subjects which do well in acquiring new language skills. Secondly, the main benefits were political and social, in bridging the gap between linguistic and cultural communities, and in eliminating prejudice. This too is a book which should be studied by all those concerned with the problems of multilingual communities and which should help to dispel fears and misconceptions.

EXTRA

Listen, don't talk so much

By Peter Green

In an appendix to 'Modern Languages in the Curriculum' (CUP, 1981), Eric Hawkins lists some 45 'names of the game' signposting the well-known road from the 'direct method' via 'grammar-translation' to the 'audio-visual method' and the 'cognitive method'. Maintaining our traditional interest in new ways in language teaching, many of us are currently off down the road, or at least looking at the sign, marked 'communicative methods'.

I am proceeding cautiously along that road myself, since I hold the view that communication is not only the end of language learning but the means to the end as well. However, communication seems often to be equated with speaking (less often with writing) although, of course, communication cannot occur until there is listening to the speaking (and reading of the writing). Speaking is a highly prized foreign language skill (less highly prized in the native language since we all have it more or less), and we ask 'Do you speak French?' Perhaps this is what leads us to try and force the pace and have our pupils speak right from the start (preferably in whole sentences that are grammatically correct). But they can only speak if they have the words and the grammar. We must not delude ourselves into thinking that repetition or regurgitation of someone else's words is real speaking: it is practice of forms and sounds but it is not communication.

How are pupils to get the words and grammar they need? It is only a minority of people who are both interested in the mechanics of a foreign language and actually capable of manipulating them. Language teachers, who belong to the minority themselves, can easily forget that the same does not appear to be true of pupils of average and below-average ability, who form the majority. While they can certainly rote-learn vocabulary, paradigms and rules, they are baffled and frustrated by the grammatical analysis that is necessary to construct sentences with them. Language learning of that kind can seem to them like a cruel conspiracy to lead them into constant error.

So, if the goodwill of the majority is not to be lost through their attention constantly being distracted from the meaning to the form and if they are not to become mere parrots either, then they must be given the opportunity to acquire something of the foreign language through listening to it and reading it, with the focus on meaning and not on form. That means greatly increasing the ratio of the 'input' they get to the 'output' that is expected of them. At present, the input: output ratio is often as low as 1:1 - we give the pupils some language and then ask them also straightaway to give it back to us in its entirety in the form of a repetition, a legacy of the audio-visual/audio-lingual approach. If we reduce the emphasis on that sort of 'speaking' (or copy-writing), we can use the time gained to offer pupils a much richer diet of lan-

guage to listen to and read than the 'thin gruel' that is often put before them. In doing so, we are greatly helped by the common experience that learners generally understand much more than they can produce. There are other advantages, as Eva Paneth pointed out in *Zuhören ist Gold*, her 1981 presidential address to the Association of Teachers of German. More pupils can have an experience of success, and the difference between the faster and the slower learners is less pronounced. Pupils are less exposed to error, both their own and others'. What they hear or read can be less trivial and consequently more motivating. They are less dependent on the teacher than when they speak, and are learning how to extend their knowledge of the language independently.

While there is much more available nowadays in the way of simple and entertaining reading material, there is still a great dearth of corresponding listening material. However, a prime source of interesting material for the pupils to listen to is surely the teacher himself. He has the enormous advantage over the tape-recorder that he is there, doing it live for his pupils, unlike the voice on the tape, which is not only disembodied but usually anonymous as well and addressing anonymous listeners. The teacher can promote the understanding of what he says by gestures, facial expressions, etc., and can constantly adjust to the feedback from his audience.

What has the teacher got to say that is of interest to the pupils? First

of all, there are all those messages like 'Get your books out!', 'Go to room 20 next period!', 'I'm going to be away tomorrow!', 'Turn round, Julie!'. Ironically, these are often the very things that get said in English because of the importance of their being understood, which only serves to create the belief in pupils, perhaps unconsciously, that foreign languages are not for real communication. Second, pupils are usually genuinely curious about the teacher himself. Where does he live? How old is he? What sort of a person is he outside the classroom? And so on. This is a curiosity that can be satisfied gradually through the medium of the foreign language. It can be exploited not only as regards the teacher as a person but also as regards specific happenings. If the teacher is late, why is he? If he was absent, why was he? If it is his daughter's birthday, how old is she and what presents did she get?

A source of personalized listening material on tape is the linked class abroad (and a lot of enjoyment is to be had from preparing the tape that goes back to them) and, as Eva Paneth again points out, we have hardly begun to exploit the ubiquitous cassette recorder in extending listening beyond the classroom.

I am not, of course, advocating that pupils should be discouraged from speaking (or writing), rather that they should not be pushed into doing it prematurely or artificially. Unfortunately, we do discourage them from real, spontaneous, speaking in all sorts of ways - by being more concerned with the formal

accuracy than the meaning of what they say; by constantly telling them what to say; by demanding full sentences when a word or phrase is appropriate; by telling them: 'If you don't know how to say it, don't say it'. Perhaps we should learn to listen to pupils' groping efforts in a foreign language in the same encouraging way that parents listen to child language.

It is often said that there is insufficient time in the classroom to acquire any natural ability to speak a foreign language fluently, and that therefore we must take the short cut of teaching the system. The first part of that proposition is patently true. Unfortunately, however, there are no short cuts to language fluency, and even the sort of knowledge of the formal system that foreign language graduates have does not of itself confer conversational skill, as any PGCE course selector knows who has attempted to converse with candidates who have had no residence abroad. For most of our pupils, both residence abroad and any real systematic knowledge are unrealistic prospects. From extensive reading and listening to interesting material in the classroom, however, they can derive both immediate satisfaction and the beginnings of an intrinsically useful comprehension skill. And skill in comprehension is not only the indispensable companion to productive skill but also, I am convinced, the foundation on which it rests.

Peter Green is Director of the Language Teaching Centre, York University.

Continuing the debate

Concern over the high proportion of boys compared with girls who fail to continue language study is not new. But to suggest that the cause lies in boys' perceptions of French, for example, as a 'female' activity is not merely an oversimplification but may actually have harmful effects, according to Bob Powell and Peter Littlewood, of the School of Education, University of Bath.

In the latest issue of the *British Journal for Language Teaching* they argue that in any study of the language drop-out problem in schools the pupil perspective should be given far greater prominence than has hitherto been the case. In an article entitled 'Foreign Languages: the avoidable option' they not only rehearse the evidence suggesting that language examinations are relatively more difficult than other subjects, but also look in detail at aspects of the language learning and teaching process which they consider highlight differences between the rates of drop-out for boys and girls.

They divide the problems into two categories. Under the first heading, which they label *intrinsic difficulties*, they consider the effects of the spread of rote-based teaching methods, the role of memorization, the low value which pupils feel is placed by schools on 'talk' as opposed to writing, and they attack the trivial content of many language lessons offered to pupils 'at a time when they may be building their own electric motors in physics or coming to terms with complex concepts such as the hierarchies of settlement and population distribution in geography'.

The second category, of *extrinsic difficulties*, includes factors arising from the organization and the management of foreign language learn-

ing in schools. Powell and Littlewood argue that early setting may be putting boys at a disadvantage: 'boys', they claim, 'who generally mature later than girls anyway, are, in many schools, missing their chance to develop language skills because they have been adjudged too early to be inferior to the 'high fliers' in Set One'.

Other factors to which the authors draw attention are the correlation of social class and success in a language, the effect of teacher praise and admonishment, the emphasis in much pupils' work on repetition or copy-writing and on pictorial work, the extent to which language lessons are still teacher-centred compared with those in other subjects, and the passive role frequently assigned to pupils.

The authors point out that there are no easy answers to many of the questions they raise. They hope, however, that by bringing them to the attention of the language-teaching profession they will spur others to undertake research, thus contributing to the continuing debate and providing more suggestions for remedies.

The *British Journal for Language Teaching* is published by the British Association for Language Teaching, and appears three times a year. The current issue, Vol 2 No 3, copies of which can be obtained from the Business Manager, Mrs E A Dyson, 22 Woodstock Road, Oxford OX2 6HT (cost £4.50 inc p & p) also includes articles on 'Identifying stress in language teaching, on the implications of the recently accepted national criteria for the 16-plus examinations, and on the use of authentic materials in the language classroom, as well as reviews of a wide selection of recent books.

Tour de France

SCOTTISH CENTRAL COMMITTEE ON MODERN LANGUAGES

Stages 1, 2 and 3 of this major new beginners' French course are now available.

Special features

- emphasis on real-life language tasks
- integrated background and language study
- combined functional and grammatical approach
- paired speaking activities
- personal and classroom language
- diagnostic tests with remedial and extension work
- attainment tests set at graded levels of achievement

Each stage contains:

- | | | |
|--------------|-----------------|----------------------|
| Pupil's Book | Cassettes/Tapes | Filmstrips |
| Workbook(s) | Flashcards | Reproduction Masters |
| | | Teacher's Book |

Evaluation Packs

The Evaluation Packs include one copy of each element. (Cassettes rather than tapes are supplied.)

Stage 1 - Paris £29.50 + VAT Stage 2 - Chez les Lambert/La Bretagne £49.50 + VAT
 Stage 3 - Les Alpes/A la mode

Freude am Verstehen

Multiple-choice questions for German comprehension

SUSANNE ALWAY AND DOUGLAS GREY

Listening and reading comprehension questions based on lively dialogues and passages, grouped into themes of interest to pupils at CSE and GCE O level.

Special Pack: Pupil's Book, Teacher's Book, Set of 2 cassettes £16.00 + VAT

Please note that Tour de France evaluation packs and the Freude am Verstehen Special Packs are available only from Heinemann direct.

For further information, please contact us (no stamp required) at

HEINEMANN EDUCATIONAL BOOKS Freeport EM17,
 22, Bedford Square, London WC1B 3BR

NEW ALLIES KLAR

John Prescott Thomas
 Head of BBC School Television

Published by Longman by arrangement with the BBC

A clear and easy-to-use German course comprising: Pupil's Book, Spillmaster Worksheets, Teacher's Notes and a Cassette. This new course can be used independently or to complement the BBC Schools Television series, Allies klar.

- ◆ Covers the basic skills required for most Graded Objectives Schemes at levels 1 and 2.
- ◆ Can also be used with more advanced classes - for instance, in pre-examination revision and reinforcement.
- ◆ Covers the same functions and notions as the BBC programmes and adds additional language elements and new situations.
- ◆ Is highly-illustrated.

Pupil's Book
 0 582 20507 7 probably £1.50
 Teacher's Notes
 0 582 20512 3 probably £1.75
 Spillmaster Worksheets
 0 582 24293 2 probably £15.00 + VAT
 Cassette
 0 582 24292 4 probably £8.00 + VAT

Order your inspection copies of the Pupil's Book now - or for further details contact: Shelley Sadler, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

Longman

BBC TV

Ready
 February 1983

STOP PRESS
 Dès la date
 disponible nous...
 Dicho y hecho publishing
 Autumn 1983...
 Watch out
 for further news...

EXTRA

The game's up

Keith Entwistle introduces "Métropole"



All seems well ... or does disaster lurk. From pupil's book "Espionage".

Métropole is the overall name given to a programme of training in spoken French, with application throughout secondary education. Its teaching strategy is to involve pupils by fitting a substantial amount of language in, through, and around the moves of a board-game. This presents a common interest and activity as a background for both prepared and spontaneous production of language. The excitement of a "cops and robbers" chase over a board-map of the Paris Métro proves a genuine incentive for speaking French successfully.

The game itself is the GOAL. In order to reach it a class has to work through two stages. First, pupils read, listen to and generally assimilate the facts of a light-hearted crime story, in which the final action is the getaway of the criminal down the nearest Métro station. Next, they prepare the relevant materials (game scripts) for the testing moments – the challenges to their ability to speak French – that are programmed into the game. They are now ready for a session: they share out the roles of sleuths and suspects, one of whom, it will appear, is the criminal responsible for the dirty deed as recounted in the story.

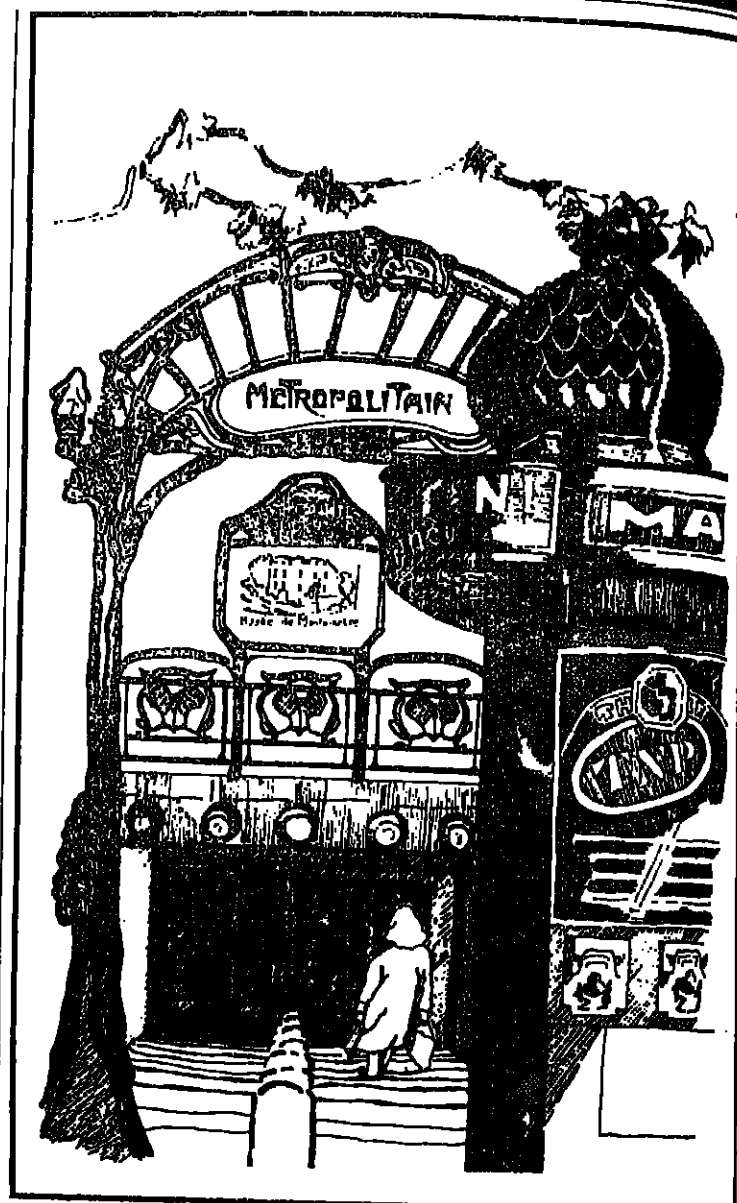
The claim "with application

its popularity in East Anglia was due to some innate peculiarity. The overwhelmingly encouraging comments from the trial schools were enormously helpful, and led to a second substantial revision, concentrating now on expanding the classroom use of one story *Espionage* as the first to be published.

The inordinately long development period has been due to the fact that apart from the last 12 months, it has been produced as a personal initiative entirely in addition to full-time teaching. For this academic year, Norfolk kindly arranged for me to have a three-day teaching post, allowing time for travel to distant parts to give demonstrations to teachers under the auspices of language advisers and BALT. It is clear from these that *Métropole* – although independent of any particular graded test scheme – has affinities with the thinking behind the whole movement; however, it offers reasons and opportunities for purposeful involvement that are quite its own.

We use the word "game" in relation to *Métropole*, because, manifestly, the focal experience of the package is the fun to be had when participating in a chase on the board. Having said that, however, "game" is a most misleading term, and we will only pass it as suitable for use in this connexion if we impose the following conditions: that we delete any hint of irrelevance, remove any taint of expediency, and erase any connotation of triviality.

Rather, I believe we should understand "game" in the context of *Métropole* in the same terms as we might consider the performance of a piece of music, the "job" in the craft workshop, the match on the football field – an occasion when skills acquired are put to the test, in an undertaking that bestows a meaning for the participants. This has always been the peculiar problem for language teachers: to provide the experience that validates the effort expended, a natural and intrinsic purpose for the words and structures we have taken such pains in learning. Perhaps we can organize



Cover illustration from "Métropole" teacher's book

a stream of French people engaged in absorbing activities to flow through our classrooms, endlessly fascinating to each of us, and forever indulgent with our linguistic shortcomings. Perhaps, on the other hand, we cannot. What, then do we do? We go for the next best thing, we try to make it "seem" real, we rig events, we concoct circumstances which involve the pupils' imaginations, so there "seems" to be that natural and intrinsic purpose ... and that's where the make-believe, the game, comes in.

The rationale of *Métropole* has been to provide an ensemble of materials with a logical structure of motivation for the pupil. The central activity of the board-game supplies a keel to which the subsidiary exercises are attached. Many, most, of these, are already widely used in the language class, so in this respect *Métropole* builds on the stock of techniques already available. What is crucially different, however, is the way they link together to form the language basis for an end-experience that is inherently satisfying to the pupils.

The intention with the programme is to maximize the potential for improvement in spoken French, within the constraints that characterize the modern language classroom in schools (up to 30 pupils with one teacher in one room for given slots of time etc). This is achieved by exploiting the full range of learning modes available, and by creating an ambience that encourages pupils to commit themselves to the business of learning. Emerging as we have done from the academic tradition of teaching the classics, of desks in serried ranks, teacher up front (adequate enough for the dissemination of the written forms of a dead language), we are now trying to evolve a milieu in which we can provide the active experience of a *langue vivante*. Inevitably we look for analogies: office? shop floor? board-room? laboratory? (Whoops! we tried that one.) Travel agents? Rehearsal studio? Workshop? Do those last three begin to offer elements of the atmosphere we are seeking?

However we might describe the classroom-context, *Métropole* can

be a self-sufficient programme that defines both the content and the procedures for those who see the language lesson as an opportunity for the involvement – not elimination of personality via the new tongue. Teacher-led activities (eg. comprehension work on the crime story) can alternate with pair-work practice of the game scripts: group-work (up to eight pupils involved in a game-average length 25 minutes – teacher on stand-by) can take place for half the class, while the remainder can pursue private consolidation of language via the plethora of back-up exercises (of a problem-solving nature) available on Copy Masters.

Realistic Training Programme is an organization that prepares its programmes on the understanding that successful teaching depends on an appropriate – ie receptive – attitude on the part of the learner. Equally it works on the assumption that in most teaching situations that attitude does not pre-exist. It has to be created. We cannot expect, as of right, our pupils to want to learn; we cannot merely select language items for transmission, and expect them to be appreciated. Language in daily use by a native speaker is never an isolated entity in itself – yet so often foreign languages are taught as if it were. Robbed of its dimension of experience, words lose their dynamic qualities, and become a dull sequence of letters on a page, or syllables in the air.

Specifically, *Métropole* seeks to restore this dimension to the language classroom, by providing the pupils with an activity that absorbs them in its own right. Not so much the foreign language as classroom model of a real-life event – complete with beginning, middle and end – tailored to particular language-training requirements of increasing confidence and mastery, when speaking French.

Words fail me. You'll have to try it for yourself.

Keith Entwistle formerly taught at the Lancasterian School, Fakenham (Fakenham High School), and is now on a part-time one year placement at Astley School, Melton Constable.

Some suggestions for a way ahead

By Cedric Thimann

The disadvantages of an invention appear only gradually. We now learn, for instance, that television has begotten a nation that cannot concentrate, and has questioned the omniscience of cricket umpires, whose errors are at once shown up.

Sometimes wonder whether television is not doing a similar disservice to language teaching. Too often we are brought face to face with foreign statesmen, bankers, economists, sportsmen and assorted intellectuals, speaking impeccable English, with a vocabulary and accent more refined than our own. Even young people are invariably fluent. The honours must go to the Germans, Swiss, Danes, Swedes and Dutch, but there is plenty of English among speakers of Romance languages. There was no trouble, apparently, in finding 12 speakers of English for the recent television programme, *The Year of the French*. Do English speakers of European languages appear on continental screens, and could anyone have devised a *Year of the English* for the ORTF, with 12 French speakers, among them a farmer, a ticket-collector, a parson, a pop-singer, and a belted earl?

The effect must be to convince us of the magic of foreign teaching methods, and the inadequacy of our own. (It is largely, of course, a matter of motivation, but that, in education, is everything.) Should we, therefore, recognize the inevitable, and renounce the well-meant but costly policy of "a language for all" in secondary schools – rather as, unable to sell video equipment to the Japanese, we summon them to come and manufacture over here.

We are already at a cross-roads. We can acquiesce in the slow decay of language teaching or, to use a metaphor, pull it up by its own bootstraps.

The supply of school linguists is in manifest decline. The mixed comprehensive produces hardly any boys for the language sixth, and a conspicuous dearth of minority linguists, so that some universities are obliged to offer subsidiary languages from scratch. I can go and examine in a 1,000 strong Midlands comprehensive, and find just two O level candidates – by a kind of Graham's Law, the O level has been driven out by a more light-weight currency, the CSE. Language labs, rust away. Public examination standards have sagged, as a comparison, of the average A level prose composition with one of 1963 will reveal.

No Director of Education is heard to say that every child in his diocese will now speak a foreign language. Some modern language publishers are increasingly switching to English for foreigners. (One admittedly unhelpful factor: we are "stuck" with French at a time when France, and the EEC itself, are increasingly unpopular. And yet there may be a way forward, if we are prepared to discard the ideology which, for 30 years, has bogged us down: that it is the birth-right of every 11-year-old to learn, or to attempt to learn, a foreign language.

To withhold this, we are often told, is to close his window on to the world, to convince him of his inferiority, to deprive him of one of life's pleasures, and to induce in him a deep frustration.

I never remember hearing this argument, though, in the old secondary modern days, when the introduction of French would have been thought something of a penance rather as prep school boys look resigned at the

mention of Latin. With 30 or more in a class, the going would have been hard – frustratingly so. For primary school children, too, the language lesson was considered a social and psychological necessity; yet its disappearance is not widely mourned today.

What I am suggesting is a sharp reduction in the number of school learners. So that no talent is missed, most 11-year-olds could begin a language, but after one year, or even one term, we would realize who was out of his depth, and concentrate the present force of teachers on the survivors. A class of, say, 15 would not necessarily progress twice as fast as a class of 30, but it would give this difficult subject a real chance.

For the remainder, there will always be French studies, or European studies, which should help us to get rid of our insular prejudices. Since 1973, we have only exchanged Empire for Europe with the greatest reluctance.

If we are really in earnest, we must next push languages on beyond the age of 16 – as is common in Europe. We have a curiously blinkered concept of education – that it should provide us with assorted goblets of information, easily examinable, and quickly forgettable. But a language, unlike the Wars of the Roses, the climate of Outer Mongolia, and the properties of bromine, is for life. Able children are even encouraged to sit O level French a year early. This is known as *Getting Your French Out of the Way*!

There is another urgent reform affecting the skill of the sixth form linguist: removal of the dichotomy between language and literature. To conduct the latter in English is a tragic waste of talent. I have often admired the fluent English in which, for example, German and Danish sixth formers discussed their English set-books.

At a further level, all universities and polytechnics should provide fac-



Is it the birthright of eleven-year-olds to learn a foreign language? First year French in a London comprehensive.

ilities for students who want to maintain their languages.

The final fillip to our tired and receding language world must come in the adult sector. At the moment, most adult language learning is just an agreeable pastime. There is, perhaps, a weekly lesson from October to March, styled, as often as not, *Conversational French* or *Everyday Italian*; attendance is irregular, homework casual; there is little or no sequence from one year to another. Yet courses of three or four hours a week, lasting from September to June, would reveal high motivation and much skill.

In the final count, a linguistic revival would be an expression of our national will to survive. Too many foreigners impose on us their English, like their exports and their athletic skill.

The author, formerly Chief Language Master, Nottingham High School, is now Tutor in French Studies, Nottingham University Department of Adult Education.

Aspects of life

Discovering Italy series. *Family Life in Italy*. By Susan Girelli Hill. 0 245 53795 3. *Food and Drink in Italy*. By Anna Nyburg. 0 245 53794 5. Harrap 75p each.

Discovering Italy follows Harrap's previous successful series on France, Germany and Spain. Two titles have been published so far. *Family Life in Italy* and *Food and Drink in Italy*. Another two titles are in preparation: *Transport in Italy* and *Education in Italy*.

The booklets provide a brief introduction to aspects of life in Italy today in English with key words and phrases italicized in Italian. *Family Life* ... covers daily routine, religious occasions, courtship and marriage, housing, Sundays and holidays and leisure pursuits whilst *Food and Drink* ... deals with eat-

ing habits, meal times, shopping for food, round the regions, eating and drinking out and wines. The basic text is illustrated by many black and white photographs of people, scenes and signs. In *Food and Drink* ... there are also diagrams that offer a visual comparison of how the average Briton and Italian spend their incomes, three maps – one of the regions, the others showing the provenance of cereals and wines, and recipes for *risotto milanese* and *spaghetti alla carbonara*. Six to eight project suggestions are printed on the last page.

The *Discovering Italy* series will provide suitable introductory material for Italian and European Studies courses as well as being useful supplementary material for *Destination Italy*, the survival language course by Phil Steele and Barry Mead that was published by Harrap last year.

Tom Baldwin

Modern Languages books for every need...

Awareness of Language

Series editor: ERIC HAWKINS

This new series opens with the publication of *Get the Message* by Helen Astley and *Spoken and Written Language* by Eric Hawkins. These are the first two topic books in a series of six that introduces pupils in the 11-14 age group to aspects of language. The lively texts are fully illustrated, and the emphasis is on practical work to be done by the pupil.

Each book about £0.90

... communicative approach to language teaching

Communication in French

Series editor: BRIAN PAGE

Messages by Brian Page and Alan Moys is the latest title in this series that caters for the needs of teachers turning to use a communicative approach in their classrooms. Through authentic texts, it concentrates on how to listen and read and encourages the student to want to communicate effectively. About £1.25

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

... class role-play

Aus dem Alltag

Everyday situations for German

role-play
Graham Wilson

15 everyday situations chosen for their relevance to role-playing tests in CSE and O-level examinations. The cassette contains two types of dialogue and the accompanying book includes a section of key words and phrases together with further suggestions for role-play often involving the use of realia. £1.75

Cassette £8.00 + VAT

... 'varieties' readers

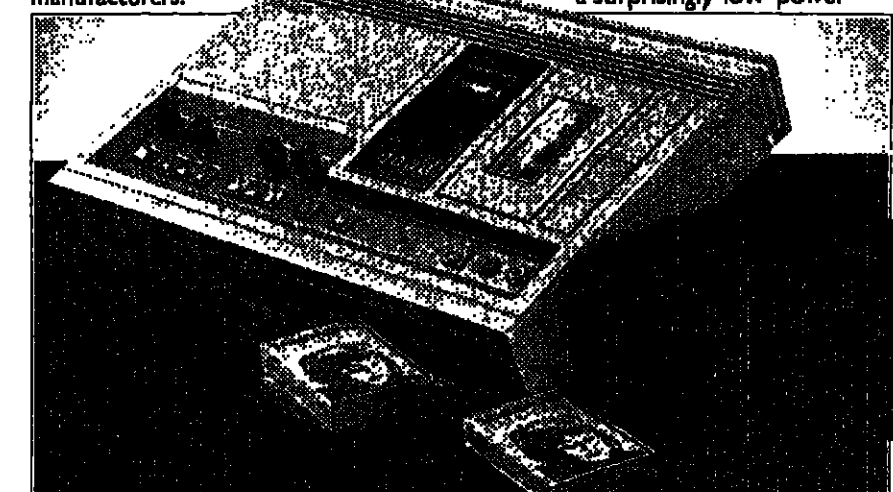
Fabbricate in Italia

Daniela Cancellotti
and Cristina Zanoni

This is a reader for intermediate students of Italian, based on a wide range of themes and including a number of 'texts' in the form of authentic materials. These range from a recipe to a train timetable and offer a good choice of subject matter and plenty of follow up exercises. About £2.50

Send for our 1983 Modern Languages catalogue.

The Tandberg TCR 522 classroom cassette recorder is purpose-built to meet the needs of both pupil and teacher – a superb piece of engineering and design from the world's leading educational equipment manufacturers.



A masterpiece of technology that gives a masterpiece of mind

Housed in its lightweight chassis, the fully portable TCR 522 has a clutchless 4 motor tape transport system that virtually eliminates wear, thus ensuring long life and reliability in all applications.

This incredible recorder also boasts a surprisingly low power

consumption for such a high output machine and features an easy-to-use "Real Time" counter, angled fascia and optional remote control for total operating convenience.

In fact the TCR 522 has so many outstanding features it's impossible to do it full justice on this page. The only way to judge this unique Tandberg recorder is to study the full details in our product brochure.

For your free copy simply fill in the coupon below and send it to: Tandberg Marketing Dept., Elland Road, Leeds LS11 8JG or phone (0532) 744844

I wish to know more about the Tandberg TCR 522, please send me the Tandberg product brochure. T66-42

NAME: _____

LOCAL AUTHORITY: _____

POSITION: _____

ADDRESS: _____

TEL NO: _____

TANDBERG

HEXAGONE

Ken Foden

Hexagone is a new three-part beginners' French course suitable for pupils of a wide range of ability. Each part consists of a pupils' book, a teacher's book, a set of flashcards and a cassette/tape.

* The pupils' book contains a core of material for use by all pupils, with the emphasis on listening, speaking and reading skills. The activities are varied, well-contextualized and fun, and much use is made of pair-work and role-play. For the more able, or for pupils working on their own, there is a section which includes clear explanations of the grammar points introduced in each unit, as well as extra exercises and writing activities.

* The teacher's book lists the main teaching and revision points for each unit, and contains suggestions for presenting the materials, plus the transcripts of all the recorded material not in the pupils' book.

* The flashcards are bright and clear and can be used for presenting, exploiting and revising language — suggestions are given in the teacher's book.

* The cassette/tape contains presentation material from the pupils' book plus other dialogues for listening comprehension and listening tests.

Part 1 — Now available

Pupils' Book: 160 pages, illustrated in 2 colours, £2.95

Teacher's Book: 80 pages, £2.25

Flashcards: 48 double-sided varnished cards, 2 colours, £14.00 + VAT

Cassette: C80, £6.00 + VAT Tape: £8.50 + VAT

Parts 2 and 3 will follow in late '83 and Autumn '84 respectively.

Special Introductory Offer:

Pack of 20 pupils' books, 1 teacher's book, 1 set of flashcards with tape or cassette provided free, at all-inclusive price of £75.

For inspection copies please write to: Oxford University Press, Education Department (EBL 363), Walton Street, Oxford OX2 6DP

Oxford University Press

L'apprentissage du français, est-ce une distraction pour vos élèves de CSE?

Learning a foreign language to CSE Level can seem a formidable task, especially to lower-ability pupils. If they are to enjoy French they need the support of course books which are accessible, relevant and appealing. Our new CSE course FRENCH FOR YOU has been specially designed to meet these needs. It teaches through topics which

are of immediate appeal, like food, sport and holidays, and concentrates on useful and relevant French, using authentic materials. Visually the book is very attractive and approachable. We have included plenty of photos, drawings, games and puzzles to add variety. FRENCH FOR YOU starts with very basic French and is carefully graded up to CSE providing plenty of examples and exercises for reinforcement and revision. We believe that your pupils will really enjoy using FRENCH FOR YOU, but we would like you to judge for yourself. Send for your inspection copies today. When you get them, do please try them out on your pupils too.

Please send me inspection copies of French for You Books 1 & 2 by Colin Asher and David Webb.

Name: _____ School: _____

Address: _____
To: Jamie Nicholas, Hutchinson Education
FREEPOST 8, London W1E 4QZ (No stamp needed)

A week's work in Picardy

Report by Jane Last

In a small church in Picardy sweet voices of Roman Catholic children from Northern Ireland sang a hymn for peace at the Armistice Day Mass. They then followed the brass band and the old *combattants de guerre* through the cobbled streets of St Valéry sur Somme to the war memorial. The last post was sounded and the *tricolor* lowered.

The Abbé Marc Langlois thanked the children and they walked back along the banks of the Somme to their hotel for lunch. There the food is prepared by a master chef who has created ice sculptures for Buckingham Palace, cooked banquets for world leaders in Africa, delicacies for gamblers in the Middle East and lunches at 10 Downing Street.

These 44 children were living in a French fishing village on a week's language course — with a difference. They were not spectators looking at the French language, the way of life and customs. They were actually taking part.

The course combines language study with practice in a way never attempted before," says Mrs Barbara Hopper, project development manager for Schools Abroad. "We aim to integrate the children into everyday life in a small French township by means of a detailed study programme." And had work it was too.

I joined the group from St Colmille's High School, Crossgar, on a cold November Saturday morning in London. We set off for France in a luxury coach with video TV and a joke-a-minute driver. We arrived at St Valéry in time for dinner and straight afterwards our first class began. The course comprises several assignments designed to get the children out into the community and force them to speak the language and to analyse the differences between the French way of life and their own. They fill in questionnaires for each assignment and the vocabulary is prepared before hand in class.

The students were down to work by 9am on Sunday. The breakfast things were cleared away and the dining-room transformed into classroom, albeit on flowered linen table cloths and looking out on to the estuary of the Somme. Fishermen in waders dabbled out in the mud and the old fishing boat passed just a few yards in front of our window heading for the sea. The youngsters were still working at 10 the night.

"The children have to work hard," said Schools Abroad's resident tutor, Madame Tomini. "They come here in term time. If they were at school they would be working." But during the day they had been out at a market, to Mass at the medieval church of St Valéry and had a detailed tour of the old quarter of the town. Joan of Arc was held prisoner here and William the Conqueror took shelter from the storms there on his way to attack England.



The course comprises several assignments designed to get the children out into the community

On Monday the group were rushing round the town filling in their questionnaires, asking for information in slow shy French. They went to the post office, a garage, a campsite and local radio station. "Being sent out on assignments gets them over the hurdle of speaking French," said Madame Tomini.

The course is prepared by teachers for teachers and children says Mrs Hopper. "We feel that by creating a stimulating and amusing series of visits and assignments the pupils will emerge from their week's course with new enthusiasm." She herself taught French and has taken many children abroad. "We put ourselves in the staff's shoes. We feel that the point of learning French is to use it and feel at home in France."

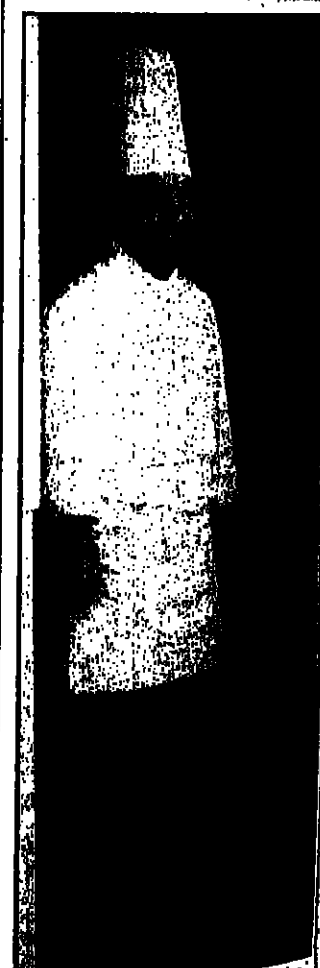
Group leaders are sent a thick manual in advance including details of assignments, vocabulary and the programme for each day. "Assignment France" is aimed at the 12-13 age group but can be altered to suit the abilities and requirements of the group.

To ensure the children did some genuine shopping they were given 10 francs each one day to buy food for lunch. They prepared this in the hotel and owner Monsieur Richard Degageur judged the results.

And it was a table of boys who won with a meal of pâté, fish, ham, oranges, lemons, tangerines and yoghurt. Another table of boys bought a large packet of Cadbury's chocolate fingers and had precious little money left for anything else. They had only half an apple tart each for pudding!

Another assignment took us by train to nearby Abbeville on market day. The students combed the station for answers to their questionnaires on the French railway. Then they bustled

around the market counting the smallest cheeses and asking stallholders the names of things they had never seen before.



Monsieur Richard Degageur, chef-patron



The week was hard but the students loved it.

How to do the best for, and get the best from, your foreign language assistant

By Ziggy Kambutis

At a recent modern language meeting, I incautiously used the words "an intelligent use of the assistant" and was immediately queried "how" by many colleagues, especially as I had linked this to securing "good" fifth year examination results (20 per cent to 30 per cent grade 1 at CSE).

I venture to pass on the personal experience of some 15 years as head of department in London — years which have seen the expanding 60s, the management by contraction of the 80s, and — in the modern language area — initiatives from grass-roots teachers which have effected changes in examinations at all levels.

There are four rules I apply to myself annually:

1. The FLA is not a trained or untrained teacher. Some do not wish to destine themselves to teaching in any case.

2. The FLA is probably on his first ever extended stay in Britain/London, let alone be part of an educational establishment. There will be some elements of "culture" shock, which need to be prevented rather than cured — for example shock at difference in accommodation (price, type), at distances (in London especially), and unfamiliarity with the English education system as exemplified by one's own school.

3. FLA may need to pursue own studies (licences, maîtrise ...) and will therefore need a block of time, and practical guidance on how best to use British/London facilities (free libraries; local community or art centres).

4. FLA is poorly paid. These are my concerns for the FLA.

How do I get the best from my FLA?

There are two more "rules" I apply:

1. What qualifications/talents/in-

terests has the FLA got that we, his full-time colleagues have not? And how and where can they be put to effective use?

6. What is it that we (the full-time colleagues) can do better — viz more effectively — with the addition of a 12-hour weekly "probationer"?

Some traditional notions of the function of the FLA must be queried, and even rejected. For instance, the idea of the "authentic native speaker" is a bit irrelevant in a department largely staffed by authentic native speakers.

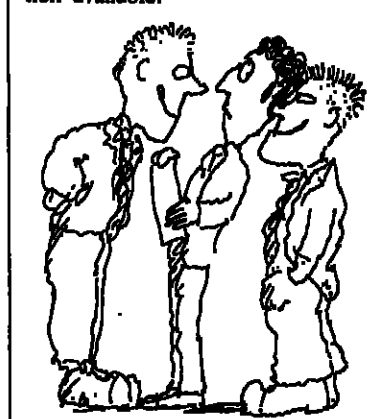
The FLA as a walking multi-media French resource pack frequently disappoints: the youngsters often know little outside their own home town, or of it; and even less how to communicate it at an appropriate language level. There is plenty of good backup material these days to be best used by trained teachers.

The preparations begin as soon as the FLA dossier arrives in school. Along with the head's official letter which I usually draft, and by the same post, I write "... en tant que Head of Department des langues vivantes ..." with a brief but explicit outline of the school, the intake, the sex, the ethnicity of its component members; the locale and public transport systems; and ask that an acceptance/refusal of the post should be also given directly to me (all we teachers know about bureaucratic delays) at my school and home address.

On receipt of an acceptance I write a longer letter enclosing a London Transport map where X marks the school (or, if outside, the appropriate pages of A-Z). I also ask if accommodation is to be arranged.

This used to be the first pitfall. There was the Austrian assistant who didn't like the family she'd asked for and demanded her plane

fare home; and the assistant who arrived with her fiancée and took up accommodation for two assistants as well as taking over the household — friends who never offered again. In my second letter I am therefore quite explicit about the accommodation available.



... need to build up security and confidence

The FLA arrives ... At the beginning of the term I spend at least half a day with the FLA simply going through with a fine toothcomb the official forms from County Hall and Central Bureau. I do not delegate this.

There are always small but important changes, and occasionally additions: my FLA this year had to pay a £23 fee to register with the police. Only a few years ago even EEC nationals had restrictions placed in their passports, so now I always ask to see their passports (rule no 2 — prevention is better than cure) and I make photocopies. This early "intensive care" is essential to give the FLA assurance that there is at least one school-based person to whom he can turn if faced with bureaucratic difficulties which can be quite terrifying.

At these meetings we review his week's work: what has gone well, what hasn't. Mindful of Rule 1 (that the FLA is an untrained teacher) I always ask specific questions:

● How did that picture go down? Oh ... they didn't know what it means ... ? Right, next time try ...
● How did so-and-so behave?

As part of his reception/induction programme the FLA receives not only the full departmental guidelines, but also all school documentation given to teaching staff — so that he gets a full picture of the school and begins to feel part of it.

In the July-before-the-September I will have fully discussed with my colleagues, in some fine detail, where they would like to use the FLA, and which particular classes they feel would not benefit (for instance, a class which may have had three or four different teachers over a period of time).

For a fortnight at least the FLA is attached to colleagues and classes — from which he will draw his pupils — in an "observation" period. He sees the different language achievement levels — and social responses — of the pupils, and the different techniques that colleagues employ. From this experience the FLA can begin to put together his own act — of approach and technique.

Like any new colleague, the FLA needs to build up security and confidence with his pupil and his material. In the first two years this confidence is obtained through the material (Eclair Talkcards); in years four and five it is through a long-term contact with his pupils over a specific language assignment.

I make it clear to the FLA that his timetable will be readjusted at every half term, to take account of pupils' needs and changing circumstances. Mocks, end-of-term festivities, school journeys, visits and outings, can play havoc with the regular timetable — and his morale — if he is not informed well beforehand of these happenings (and given the opportunity to take part if so inclined) and turns up for a group whose class has vanished on a geography/history/social studies visit to a museum/Box Hill etc!

Into the FLA's timetable, as part of his 12 hour commitment, I build in one hour's worth of "on-site" preparation time and about the same for in-services training with me. This last I cannot always guarantee (coverage etc), but a weekly and regular meeting is essential.

At these meetings we review his week's work: what has gone well, what hasn't. Mindful of Rule 1 (that the FLA is an untrained teacher) I always ask specific questions:

● How did that picture go down? Oh ... they didn't know what it means ... ? Right, next time try ...
● How did so-and-so behave?



Went to sleep ...

Didn't reply at all? Went to sleep on the desk? Left 10 minutes early? Right, I'll investigate/contact form tutor etc and will let you know for next time ...

I do not expect the FLA to identify his pedagogical problems, let alone put them in context.

We always end on an ostensibly social note: how is his own work going? getting to know the area? etc. This enables me to keep track of his personal development and dish out further practical advice if needed. It also allows me to discover, quickly, those of his interests and talents which could be ploughed back into the school.

Last year's FLA was doing a maîtrise on an aspect of feminism, and together we built up a store of resource-material for the sixth; videotapes (BBC Women Entertainers in France; ITV Simone Rose — judge); aural cassettes: Documentation Française stuff; texts from the new French feminist writers (Badinter, Cardinal ...) press, magazines (Nouvel Observateur); Brechtier ... which kept the FLA and upper sixth busy for two terms.

This year's FLA specializes in the theatre (he writes his own, and is probably returning to a lectureship). He is therefore taking the sixth for Racine. (The department's own feminist is taking care of Mauriac).

I rarely use the FLA for the amorphous "conversation" role. The levels of language proficiency here may be so disparate that all parties can become demoralized: the fluent and confident student, no less than his opposite, can become neglected: it takes a skilled, trained teacher to cater for this miniaturized mixed ability group.

... continued

A week's work in Picardy continued

This afternoon we visited the underground refuge of Napours, a huge complex of subterranean caves thought to date back to stone age man. As we drove across the flat countryside of Picardy the graveyards were full of flowers and old ladies wearing black scarves. And that last evening the Hotel des Pilotes exploded with the flashing lights and hypnotic music of the farwell disco.

Had the course been a success? Mrs Fiona Taggart, head of French at St Colmille's was very impressed. "It was a good course with an awful lot in it — handling money, practice of conversation. And the assignments were like treasure hunts and the children thoroughly enjoyed them. The market questionnaire was good and the lunch assignment was absolutely fantastic."

The course is designed to be flexible. We went up a lighthouse, visited a byre-market and spent a day in Paris. Other groups may prefer to visit the post office station, watch fishing boats along hand-bull and see the "catch" in the pond. One of the advantages of a resident tutor is that she can organize whatever the group wants whereas this would take weeks of background work for teachers. She also does the teaching, leaving the staff free to assist the children and participate themselves.

The week was hard work but the students loved it. And they did learn.

For further details of cost etc. contact Schools Abroad, Grosvenor Hall, Solihole Road, Haywards Heath, West Sussex RH16 4BX.

Et Voilà!

Chris Johnson

Devised by an experienced teacher, this two-part course gives a fresh start to pupils who have not enjoyed or profited from beginning French with a traditional course which leads through several parts to external examination. *Et Voilà!* offers a non-academic and non-cumulative approach and concentrates on simple situational language with a natural flow of vocabulary but a severely limited choice of language structures. There is a variety of simple exercises and activities designed to give pupils a real sense of achievement in the context of their limited objectives.

Teachers are invited to write for inspection copies of these books, stating school address.

Hodder & Stoughton

Dept E1279, FREEPOST, Dunton Green, Sevenoaks, Kent TN13 1YY

PART 1 PUPILS BOOK
0 340 24949 8 illus. March. Limp £1.95
PART 1 WORKBOOK
0 340 24950 1 illus. March. Paper 55p
PART 1 TAPE
0 340 28419 6 1x135mm. reel. March. £10.00
PART 1 CASSETTE
0 340 28420 X March. £7.00
PART 1 FLASHCARDS
0 340 24951 X illus. March. £15.00

PART 2 PUPILS BOOK
0 340 27709 2 illus. May. Limp £1.95
PART 2 WORKBOOK
0 340 27710 6 illus. June. Paper 55p
PART 2 TAPE
0 340 28421 8 1x135mm. reel. June. £10.00
PART 2 CASSETTE
0 340 28422 6 June. £7.00
PART 2 FLASHCARDS
0 340 27708 4 illus. June. £15.00

TEACHER'S BOOK FOR PARTS 1 AND 2
0 340 27712 2 May. Limp. £3.50

BACKGROUND INTERVIEW CASSETTES
These cassettes, recorded in English by French people, provide a fascinating series of insights into life in France. Although they are intended to accompany *Et Voilà!* they may also be used independently of the course.

CASSETTE A: Holidays in France; French money; The Metro; What the French drink
0 340 28424 2 March. £8.00
CASSETTE B: Shopping; Sport; A wedding; Food
0 340 28426 9 March. £8.00
CASSETTE C: Health; How the French enjoy themselves
0 340 28428 5 March. £8.00

For Sales Service & Spares Tel. (0525) 385669

Becoming their own experts

Terence Minker describes a practical project in language awareness

Vauxhall Manor is an inner London comprehensive school for girls of all abilities (and a wide variety of cultures), with sites at Vauxhall and Kennington. Last September in consideration of my commitment to an in-service English as a Second Language training course, I was excused my normal responsibility as a form tutor.

A colleague suggested that I might care to use the available registration time in an alternative way. The prospect of indulging my own preoccupation with offering a far more exciting variety of language studies than can be time-tabled appealed to me.

A message inviting anyone interested in literally any language to discover what may be achieved collaboratively had the intended effect. The result: London children of mixed ability, voluntarily, successfully and therefore enthusiastically learning languages requested by themselves, together in one classroom, often working from wildly inappropriate textbooks or none at all, and in the process, "becoming their own experts".

The Language Awareness Group is a company of pupils varying in number, who have some knowledge of, or interest in a language, a dialect or even a code system. Members of the group work alone or in collaboration from a variety of resources. Attendance is optional and subject to the approval of class tutors, since the daily sessions are between 9 am and 9.45 am. Some upper-school pupils also take advantage of the plan when their time-table brings them to the lower building, some collecting material and returning work on a "correspondence course" basis.

The project is flexible and envisages self-paced studies organized and directed by myself, but because of a bias in favour of literate aspects of language use, these studies will depend largely on printed or duplicated material supported by cassette recordings, some of the latter being made by other pupils.

With a variety of target languages, at the last count they were Gujarati, Hindi, Russian, Spanish, French, Italian, Bengali, Afrikaans, Shona, Urdu, Dutch, Welsh, Turkish, Cantonese, Mandarin and Irish, it is impractical to have a great deal of vocalizing at the same time. But listening to tapes through earphones and, where available, with junction boxes can allow two spoken courses in the same room.

Naturally there is no objection to a learner working solely on the spoken form of a language, but it is difficult to monitor vocabulary and the pace of progress without notes of some kind. A fluent informant who is willing to help personally is ideal, but at least one who can make suitable tapes makes the task a practical possibility.

Initially, those who attend a session are asked to record their names, forms and language interests in an "Occasional" book. They may also complete a linguistic survey questionnaire, which gives an impression of their

experience and use of home languages. Where appropriate, reading aloud can be demonstrated by the confidence with which a written message is read aloud. After three attendances, a student's name is written in the permanent register, where further attendances are recorded, together with an indication of the kind of activity undertaken on that day.

The general categories represented by those attending are: beginners; semi-fluent speakers; fluent speakers; new readers; literate speakers; "English as second language" learners; and code learners.

Activities are not intended to be mutually exclusive to any one learning stage, but fluent and literate language users are of course able to take part in a wider range of possibilities, which would typically include:

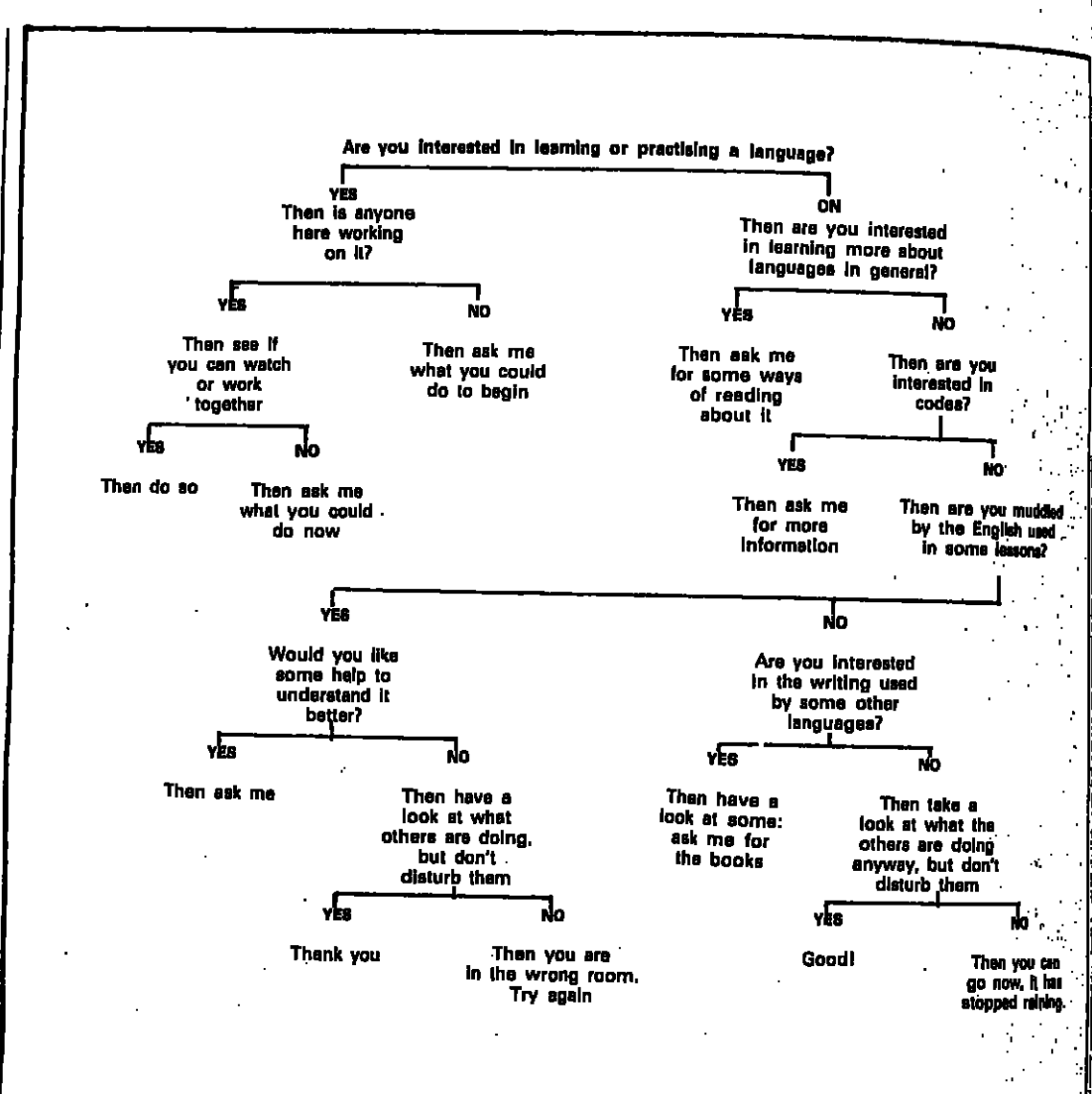
- Listening to speakers and tapes
- Learning a script system or orthography
- Reading an English version, while listening to a taped version in the target language
- Preparing English and/or target language written/taped versions of original material
- Helping others less advanced in fluency/literacy
- Preparing translations to/from the target language (eventually working to examination standard)
- "Specific purposes" English vocabulary and use
- Reading a text for interest or information

One of the calculated advantages of the group is that pupils discover others who also know the language. Anyone is welcome to work on any language, so there is less chance of the group being stigmatized as an "alien" fraction. Ideally the association leads to a social as well as an educational advantage. Particularly once the study sessions have opened the way to progress and growing confidence, interest should motivate discussion and language use outside of sessions without much need for a teacher to promote this.

It is an area of study that allows for success, while, since it is voluntary and chosen, there can be no real risk that any individual learner's lack of achievement will be known to others, because of the variety of goals.

Fluent speakers may still need some help if the standard or written form of the language differs substantially from the spoken dialect known. There is absolutely no need for such a situation to diminish the status of the dialect speaker; rather on the contrary, since any colloquial form is by definition authentic rather than bookish and a comparative study must be very valuable in itself. In the case of timid or self-conscious learners, encourage relevant reminders such as: "You already know more than I could hope to learn in many years. Hard study" and "You can teach me the spoken language and we can learn the written language together".

The timing of the sessions may be apparent disadvantages. They may be



**AVON COUNTY
HENSBY SCHOOL
District 100, Hensbury,
Winsto 8510 70N**
(Winsto 8510 70N)
Educational 11-18 tw
Middle School
Required for September
1989. Deputy head (group 18)
to join the Headmaster and
two present Deputy Headmas-
ters to form a Management
Team. This team work
with the Headmaster to have
responsibility for the running of
the school.
Mrs. G. Nicholas, who is
responsible for the work
involved in the developmen
of a school social education
programme, is a person
with interest in and experi-
ence in such work and is
particularly welcome.
Applications are available
from the Headmaster on re-
quested stamped, addressed
envelopes.
Closing date for applications
25.3.89. 1989-33 1300

AVON
ST. KATHERINE'S SCHOOL
Ham Green, Pili, Bristol BS20
DH. 18 mixed 1.p.e.
comprehensive. 820 on roll
for September 1985.
SECOND MISTRESS/MASTER
(Deputy Head and Group
leader) to take responsibility for
organisation of external ex-
aminations, and for the pas-
sage of girls to further
education. Letters of application
cv with 5 references and con-
fidential references (464802) 130015

DONCASTER
HATFIELD HIGH SCHOOL

Doncaster DN7 6JH
Tel: Doncaster 840961

Headmaster: A V
Brookman BA

Required for September
1983 are 12 to 15 for this
group 12, mixed 13 -
15, for comprehensive school.
The successful candidate will
to play a significant part
in the development
of this relatively new com-
prehensive school.

Application forms and
details of the post are
available from the Head-
master. (66238) 130012

HAMPSHIRE

ST. LUKES C. OF E.
DONCASTER HIGH SCHOOL
Donk Park Road, Southsea,
Hants PO5 4HL

Headmaster: J. J. Jones
Tel: Donk 12000. 12 - 15

F MARY GIRLS'
y Aided R.C. 11-18
chool, Group 9 Roll 650.

TEACHER

Girls' School, 70 St. Mary's Lane, Upminster, Essex, upon receipt of a stamped addressed foolscap envelope to be returned to the Chairman of Governors, at the school, by 21st February, 1966.

IIIP

er 1983
H SCHOOL
MONITOR

and from suitably qualified and
for the Headship of this Group 11
number on roll September 1983;
16 years.
Further details are available
on application to: Officer, County Hall,
1983

ordshire

100

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26



1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

[illegible]

a multiply qualified and
 experienced teacher
 of Mathematics to join
 a lively and highly successful
 department. The school is a
 farm entry C. of E. Vol.
 untary Aided Co-educational
 Comprehensive School
 with its own distinctive adminis-
 trative scheme. There is an excellent
 staff, modern buildings and
 sports facilities.
 Apply by letter, as soon
 possible, including a.c.v.
 and 3 references, to the
 Headmaster, Mr. M.
 Barcroft, M.A., from whom
 full information may
 be obtained. (1940) 135

CAMBRIDGESHIRE
STANFORD SCHOOL
 (11-18 Co-Educational)

Barker, M.A.
Group 11

form entry comprehensive school. (Scale 1 post).
The department has its own
and computer rooms.
The post offers a great ac-
cess for new entrants to the pro-
fession who could possess
work from June, 1983 as
instructor. Possible hours
assessing.

Application by letter
closing curriculum vitae
the names and addresses of
reference direct to the in-
spector at the above add-
ress 18th February 1983.
Further details available
request (s.a.s. first cit-
166645) 133.

ing teachers and students in above posts.

ve, 1550 and F.E. Col-
sites)

1 of TECHNICAL STUDIES.
ing Technical Graphics in the
of Technology, but an enter-
to all sections of the Depart-
and engineering in the 14-19.

Instance to the Principal at
tion and application form.

able, teacher of ENGLISH.
John active department. An
drama an advantage. Those
encouraged to apply.

Following primary headships.
1983:

Taunton
of the Church of England

C.E.V.A. First, Nr.
Crowcombe

school, equivalent Taunton —
of the Church of England

ADSHIPS
Mr. Taunton
AD for this group 3 school.
tion and Games.

Primary, Stoke St.

AD for this Group 2 School.
few school. programmed for

y, Mr. Taunton
AD for this group 2 school.

ILLUSTRATION

(ii) Teacher of FRENCH, Scale 1.
Applications are invited from practising teachers and students in
their final year of training for the above posts.
Closing date: 16th February, 1983.

Frome College, Frome
(13-18 mixed comprehensive, 1550 and F.E. Col-
lege combined on separate sites)

For September 1983, teacher Scale 1 of TECHNICAL STUDIES. Primary responsibility will be teaching Technical Graphics in the school section of the Department of Technology, but an enterprising teacher able to contribute to all sections of the Department, such as materials technology and engineering in the 14-19

Full letter of application in the first instance to the Principal at the College, S.A.E. for job description and application form.
Closing date: 16th February, 1983.

For September, 1983, or earlier if possible, teacher of ENGLISH, Scale 1. Enthusiastic graduates to join active department. An

at present on PGCE courses are encouraged to apply.
Closing date: 14th February, 1983.

Applications are invited for the following primary headships.
Duties to commence September 1983:

Trinity C.E.V.A. Primary, Taunton

Draycott and Rodney Stoke C.E.V.A. First, Nr. Cheddar

Crowcombe C.E.V.A. First, Crowcombe

Closing date: 18th February, 1983.
Application forms and details (S.A.E.) from the Staffing (T)
Section, Education Department, County Hall, Taunton TA1 4DY

PRIMARY DEPUTY HEADSHIPS
North Curry V.C. Primary, Nr. Taunton
 For September 1983. DEPUTY HEAD for this group 2 school

Stoke St. Michael County Primary, Stoke St.

For September 1983, DEPUTY HEAD for this Group 2 School.
To take infants or lower juniors. New school programmed for
1983/84.
Closing date: 25th February, 1983.

Thuribear C.E.V.A. Primary, Nr. Taunton
For September 1983, DEPUTY HEAD for this group 2 school.
To teach class of reception/middle infants, Church of England

Closing date: 25th February, 1983.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

Lancashire County Council

Unless otherwise stated, the following are required for 1st September, 1983.
Closing date: 17th February, 1983.

Secondary Schools
Forms/other details from/to Headteacher at the school. SAE please.
Re-advertisement

SKELMERDALE ST. THOMAS THE APOSTLE R.C. HIGH
Glenburn Road, Skelmersdale. (812 on Roll; mixed)
1st May, 1983.

SCALE 1 - HEAD OF R.E.

FULWOOD ST. CUTHBERT MAYNE R.C. HIGH
St. Anthony's Drive, Fulwood, Preston. (818 on Roll)
1st May, 1983.

SCALE 2 - GERMAN/FRENCH

FLEETWOOD HESKETH HIGH
Beach Road, Fleetwood. (1,388 including 195 in 6th Form)

SCALE 1 - R.E. THROUGHOUT SCHOOL

BILLINGTON ST. AUGUSTINE'S R.C. HIGH
Elker Lane, Billington, Blackburn. (950 on Roll)
1st May, 1983.

SCALE 1 - DESIGN, CRAFT AND TECHNOLOGY

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Blackpool. (11-18 Mixed; 1,250 pupils 11-18; 800 Sixth Form)

SCALE 1 - BIOLOGY, TO SHARE TEACHING THROUGHOUT SCHOOL

BLACKPOOL ST. MARY'S R.C. HIGH
Blackpool Old Road, Blackpool. (11-18; 1,653 pupils including 274 in Sixth Form)

TWO POSTS:
1st May or 1st September, 1983.

SCALE 1 - RELIGIOUS EDUCATION

SCALE 2 - MUSIC GRADUATE TO TEACH TO 'O' AND 'A' LEVELS

LYTHAM ST. ANNES COUNTY HIGH
Wrayley Lane, Ansdell, Lytham St. Annes. (1,412 on Roll; 11-18)

SCALE 1 - PHYSICAL EDUCATION (GIRLS)

PRESTON PARKLANDS HIGH
Moor Park Avenue, Preston. (535 on Roll)
1st May, 1983, or as soon as possible.

SCALE 1 - PHYSICS/GENERAL SCIENCE

CHORLEY ST. MICHAEL'S C.E. HIGH (AIDED)
Astley Road, Chorley. (Roll 960; 11-18 mixed)

THREE POSTS:
1. SCALE 1 - MATHEMATICS, WITH SOME SCIENCE
2. SCALE 1 - HISTORY
3. SCALE 1 - GEOGRAPHY

FOR POSTS 2 AND 3 ONLY: ABILITY TO HELP WITH ONE OR MORE OF ECONOMICS, R.E. AND SLOW LEARNERS AN ADVANTAGE.

COLNE PRIMET HIGH
Dent Street, Colne. (Mixed 11-16 comp - 916 on Roll)
1st May, 1983, or 1st September, 1983.

SCALE 1 - MATHS AND/OR COMPUTER STUDIES

INSTRUMENTAL MUSIC TEACHING SERVICE
SCALE 1 - CELLO - EXPERIENCE OF DOUBLE BASS AN ADVANTAGE

REGION 3 - PRESTON, PENWORTHAM, LONGRIDGE (AREAS).

Lancashire County Council is an Equal Opportunities employer.

BIRMINGHAM CITY COUNCIL EDUCATION DEPARTMENT

The number of teachers in Birmingham will increase this September - a real improvement.
Things are moving forward in Birmingham.
We are looking for teachers of proven quality - including those looking for first appointments - to seize this opportunity.
Good teachers who wish to join a progressive service with a positive future should send for an application form.

(Stamped addressed envelope please) to:
Chief Education Officer
City of Birmingham Education Department
Appointments Section
Schools Division
Education Office
Margaret Street
Birmingham B3 3BU.

SECONDARY SCIENCE

continued

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
Twickenham Road, Twickenham TW1 3BB
Tel: 01-891 0187

ORLEANS PARK SCHOOL
Richmond Road, Twickenham TW1 3BB
Headmaster: Garth Freeman JP, ACP

A full-time, established school with 1,300 pupils. Willing to offer Physics teachers to cover the summer term in this 11-18 mixed school with 500 pupils on roll. Salary plus Overtime Allowance of £245 per annum.

The school occupies attractive buildings near to River Thames and the town centres of Twickenham and Richmond. It enjoys good facilities, well-equipped laboratories.

Apply by letter with Curriculum Vitae and references to the Headmaster, Orleans Park School, Twickenham Road, Twickenham TW1 3BB. Closing date: 15th February, 1983.

DE ARTON SCHOOL
Group 11, Roll 1030, including 200 in 11th Form

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, De Arton School, Twickenham Road, Twickenham TW1 3BB. Closing date: 15th February, 1983.

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Blackpool. (11-18 Mixed; 1,250 pupils 11-18; 800 Sixth Form)

SCALE 1 - BIOLOGY, TO SHARE TEACHING THROUGHOUT SCHOOL

BLACKPOOL ST. MARY'S R.C. HIGH
Blackpool Old Road, Blackpool. (11-18; 1,653 pupils including 274 in Sixth Form)

TWO POSTS:
1st May or 1st September, 1983.

SCALE 1 - RELIGIOUS EDUCATION

SCALE 2 - MUSIC GRADUATE TO TEACH TO 'O' AND 'A' LEVELS

LYTHAM ST. ANNES COUNTY HIGH
Wrayley Lane, Ansdell, Lytham St. Annes. (1,412 on Roll; 11-18)

SCALE 1 - PHYSICAL EDUCATION (GIRLS)

PRESTON PARKLANDS HIGH
Moor Park Avenue, Preston. (535 on Roll)
1st May, 1983, or as soon as possible.

SCALE 1 - PHYSICS/GENERAL SCIENCE

CHORLEY ST. MICHAEL'S C.E. HIGH (AIDED)
Astley Road, Chorley. (Roll 960; 11-18 mixed)

THREE POSTS:
1. SCALE 1 - MATHEMATICS, WITH SOME SCIENCE
2. SCALE 1 - HISTORY
3. SCALE 1 - GEOGRAPHY

FOR POSTS 2 AND 3 ONLY: ABILITY TO HELP WITH ONE OR MORE OF ECONOMICS, R.E. AND SLOW LEARNERS AN ADVANTAGE.

COLNE PRIMET HIGH
Dent Street, Colne. (Mixed 11-16 comp - 916 on Roll)
1st May, 1983, or 1st September, 1983.

SCALE 1 - MATHS AND/OR COMPUTER STUDIES

INSTRUMENTAL MUSIC TEACHING SERVICE
SCALE 1 - CELLO - EXPERIENCE OF DOUBLE BASS AN ADVANTAGE

REGION 3 - PRESTON, PENWORTHAM, LONGRIDGE (AREAS).

Lancashire County Council is an Equal Opportunities employer.

WILKINSVILLE SCHOOL
Walsingham Road, Walsingham. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Wilkinsville School, Walsingham Road, Walsingham. Closing date: 15th February, 1983.

WILKINSVILLE SCHOOL
Walsingham Road, Walsingham. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Wilkinsville School, Walsingham Road, Walsingham. Closing date: 15th February, 1983.

WILKINSVILLE SCHOOL
Walsingham Road, Walsingham. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Wilkinsville School, Walsingham Road, Walsingham. Closing date: 15th February, 1983.

WILKINSVILLE SCHOOL
Walsingham Road, Walsingham. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Wilkinsville School, Walsingham Road, Walsingham. Closing date: 15th February, 1983.

WILKINSVILLE SCHOOL
Walsingham Road, Walsingham. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Wilkinsville School, Walsingham Road, Walsingham. Closing date: 15th February, 1983.

Social Studies

Scale 1 Posts

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Wembley Road, Wembley. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Hillingdon School, Wembley Road, Wembley. Closing date: 15th February, 1983.

BARNET

LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

BARNET
LONDON BOROUGH OF BARNET
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Barnet School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

Scale 2 Posts and above

CAMBRIDGESHIRE
LONDON BOROUGH OF CAMBRIDGESHIRE
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

Apply by letter with Curriculum Vitae and references to the Headmaster, Cambridgeshire School, Hemel Hempstead Road, Hemel Hempstead. Closing date: 15th February, 1983.

CAMBRIDGESHIRE
LONDON BOROUGH OF CAMBRIDGESHIRE
Hemel Hempstead Road, Hemel Hempstead. (Roll 1,000; 11-18 mixed)

Required for September 1983. Graduate Teacher of Science. Salary plus Overtime Allowance of £245 per annum.

APPOINTMENTS IN SCOTLAND

HM INSPECTORS OF SCHOOLS

£13,845-£19,930

HM Inspectors of Schools are concerned chiefly with the inspection of primary and secondary schools and of establishments of further and higher education. They may also be required to advise on matters of educational policy and administration and there are opportunities for assisting with curriculum developments in most fields. Vacancies exist in the following 5 specialist fields:

PRE-SCHOOL AND PRIMARY EDUCATION

Candidates must have an appropriate degree or equivalent qualification and have some knowledge and experience of curriculum development and innovation.

EARLY EDUCATION AND SPECIAL EDUCATIONAL NEEDS

Candidates must have an appropriate degree or equivalent qualification and have an understanding of child development and a knowledge of recent changes in educational thought and practice.

MICROELECTRONICS/COMPUTING

Candidates must have an appropriate degree with first or second class honours or an equivalent qualification. Industrial experience is desirable and experience of teaching Physics would be an advantage.

MUSIC

Candidates must have a degree or equivalent qualification in Music.

RELIGIOUS EDUCATION

Candidates must have a degree with first or second class honours or an equivalent qualification. Experience in the organisation of Religious Education in Schools would be an advantage.

TECHNICAL EDUCATION

Candidates must have a degree with first or second class honours or an equivalent qualification in a field of Technology or Applied Science. Relevant industrial experience is desirable.

All candidates who should preferably be aged between 30 and 45 should have good and appropriate teaching experience.

Starting salary within the quoted range according to qualifications and experience. Promotion prospects to £22,040 and above.

For further details and an application form (to be returned by 25th February, 1983) write to Civil Service Commission, Alenon Link, Basingstoke, Hants, RG1 1JB or telephone Basingstoke (0256) 86651 (answering service operates outside office hours). Please quote Ref: 26637.

Scottish Education Department

Highland

KINMYLIES CHILDREN'S CENTRE
DEPUTY PRINCIPAL (EDUCATION)

(re-advertisement)

Kinmylies Centre forms the core of the Region's provision for residential assessment and treatment for children with social and emotional difficulties. With the Social Work establishment, the Education Department has responsibility for educational assessment and ongoing education programmes. The Deputy Principal (Education) will lead the education team and also be a full member of the overall Management Team of the Centre and therefore APT & C conditions of service will apply. Applicants should have experience of working with children with special difficulties in terms of both educational and social needs and also of working alongside colleagues from associated agencies and disciplines.

Salary: Teachers' Scale + Responsibility Payment £286 + Mediated Allowance £288 + Allowance for appropriate Special Education Qualification £236 + Extraneous Duties Allowance £1,630

Registration with the General Teaching Council for Scotland required. Further details and forms of application are available from Divisional Education Officer, 18 Church Street, Inverness (Tel: 0463 57511) to whom completed forms should be returned by Friday, 25th February, 1983.

Tayside
Regional CouncilEDUCATION
DEPARTMENTSECONDARY
Brechin High School
TEACHER OF MATHEMATICS

(Re-advertisement)

Montrose Academy
TEACHER OF ENGLISH
TEACHER OF PHYSICS

Application forms and full details may be obtained from the Divisional Education Officer, County Buildings, Forth D8 3LF.

Independent Schools

Headships

PORTSMOUTH
GRAMMAR SCHOOL

The Governors of this school (with 500 Pupils) are seeking a Headmaster to take over the school in September 1983. The post is a full-time position and the Headmaster will be responsible for the school's educational and financial affairs. The Headmaster will be a member of the Governors' Committee and will be expected to lead the staff in the development of the school's curriculum and to maintain high standards of academic achievement. The Headmaster will be responsible for the school's financial affairs and will be expected to ensure that the school's budget is balanced. The Headmaster will be responsible for the school's discipline and will be expected to ensure that the school's standards of behaviour are high. The Headmaster will be responsible for the school's relations with the community and will be expected to ensure that the school is well known and respected. The Headmaster will be responsible for the school's health and safety and will be expected to ensure that the school is a safe place for all its pupils and staff. The Headmaster will be responsible for the school's staff and will be expected to ensure that the staff are well motivated and that the school's standards of teaching are high. The Headmaster will be responsible for the school's facilities and will be expected to ensure that the school's buildings and grounds are well maintained. The Headmaster will be responsible for the school's transport and will be expected to ensure that the school's transport arrangements are safe and efficient. The Headmaster will be responsible for the school's catering and will be expected to ensure that the school's catering is of a high standard. The Headmaster will be responsible for the school's sports and will be expected to ensure that the school's sports facilities are well maintained and that the school's standards of sports are high. The Headmaster will be responsible for the school's music and will be expected to ensure that the school's music facilities are well maintained and that the school's standards of music are high. The Headmaster will be responsible for the school's art and will be expected to ensure that the school's art facilities are well maintained and that the school's standards of art are high. The Headmaster will be responsible for the school's drama and will be expected to ensure that the school's drama facilities are well maintained and that the school's standards of drama are high. The Headmaster will be responsible for the school's other extra-curricular activities and will be expected to ensure that the school's standards of these activities are high. The Headmaster will be responsible for the school's overall reputation and will be expected to ensure that the school is well known and respected. The Headmaster will be responsible for the school's future and will be expected to ensure that the school is well placed to meet the needs of the future. The Headmaster will be responsible for the school's success and will be expected to ensure that the school is a success story. The Headmaster will be responsible for the school's future and will be expected to ensure that the school is well placed to meet the needs of the future. The Headmaster will be responsible for the school's success and will be expected to ensure that the school is a success story.

Further particulars are available from the Clerk to the Governors, Portsmouth Grammar School, High Street, Portsmouth, Hants, PO1 1JH. To whom applications should be made by 15th February 1983.

Headmaster: (06553) 170000

LOTHIAN REGIONAL
COUNCIL

DEPARTMENT OF
EDUCATION

APPOINTMENT
AGENTS

Applications are invited from registered teachers for the under-mentioned posts:

PRIMARY

HEAD TEACHER

ST NICHOLAS'S
SCHOOL

Responsibility Allowance

ASSISTANT HEAD
TEACHER

ST NICHOLAS'S
SCHOOL

Responsibility Allowance

SECONDARY

HEAD TEACHER

ST NICHOLAS'S
SCHOOL

Responsibility Allowance

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

For posts marked Reference, see Divisional Education Officer, 30 Forth Street, Edinburgh E11 8J7.

KENT

KENT'S SCHOOL

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

Headmaster: (01750) 180016

HEAD OF FACULTY OF CATERING AND BUSINESS STUDIES

COLCHESTER INSTITUTE

Sheepen Road, Colchester, Essex CO3 3LL.
Telephone: 0206-70271.

This post will become vacant following the retirement of the present holder in August, 1983. The person appointed will have overall responsibility for the academic development and resource management of the Faculty, which includes the Schools of Hotel and Catering Studies, Professional and Management Studies and Secretarial Studies and Office Technology. The Institute offers a variety of courses in these disciplines up to Higher National Diploma Level, and there is a lively and well qualified staff ready to respond to active leadership.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.



Could you be a teacher with a difference?

As a male or female Officer with the Royal Army Educational Corps, you will be offered more variety and responsibility than in most civilian teaching jobs.

During your first three years, your students may be Corporals and Sergeants studying for their promotion examinations.

Alternatively you may be teaching young Soldiers: teenagers away from home for the first time. To improve their self-confidence and the Army's efficiency, we send them on Outward Bound courses and encourage them to sit GCE, TEC and City & Guilds exams.

Later on in your Army Career, you could serve on the academic staff at the Royal Military College of Science at Shrivenham or the Royal Military Academy, Sandhurst: other appointments are in Officer Education, language training or as a training adviser.

You could give career guidance and resettlement training to Officers and Soldiers leaving the Army.

You will also be given every opportunity to improve your own professional qualifications up to postgraduate level.

A teacher and an Officer.

Although we accept that your main interest is in education, we'll expect you to warm to the idea of also being an Army Officer.

After training, you will receive a commission with the same opportunities for promotion and the same levels of pay as any other Army Officer. Starting salary will be between £6,248 and £9,573 depending on your qualifications and experience.

Male and female teachers.

We'd like to hear from men and women who are aged under 30 and are medically fit. They will be qualified teachers or graduates at present studying at college or university.

If you like, we can arrange for you to visit a unit near your home. It's not a commitment but a chance to get a clearer picture of Army life.

You may first want further information on pay, promotion and how to apply.

A booklet covering these and many other questions can be obtained by writing to Major G. J. Parker, RAEC Recruiting Staff, (Department E6), RAEC Centre, Wilton Park, Beaconsfield, Bucks. HP9 2RP.



Capt. Chris Hack
B.A., Cert. Ed.



Capt. Anne Rollins
B.Ed.

Army Officer

UNIVERSITY APPOINTMENTS continued

LESOTHO THE NATION OF LESOTHO

Applications are invited from suitably experienced and qualified candidates for the post of INFANT

TEACHER to teach children from different cultural and educational backgrounds. Knowledge of English, Sesotho and French is essential. Salary M4,454 to M5,084 p.a. (£1 = 1.6833 loti).

The successful candidate will be expected to start in August 1983.

Gratuities for these on departure are provided. Indemnity insurance for the successful candidate is provided.

Further details and application forms obtainable from the Director at the above address.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

SOUTH PACIFIC THE UNIVERSITY OF THE SOUTH PACIFIC

Applications are invited from suitably experienced and qualified candidates for the post of INFANT TEACHER to teach children from different cultural and educational backgrounds. Knowledge of English, Sesotho and French is essential. Salary M4,454 to M5,084 p.a. (£1 = 1.6833 loti).

The successful candidate will be expected to start in August 1983.

Gratuities for these on departure are provided. Indemnity insurance for the successful candidate is provided.

Further details and application forms obtainable from the Director at the above address.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

WESTMINSTER COLLEGE Oxford

HEAD OF EDUCATION AND TEACHING STUDIES (GRADE V)

Applications are invited from suitably qualified candidates for the above appointment commencing 1st September, 1983.

The College is looking for an experienced person with real insight and initiative to take responsibility for the co-ordination and development of education and teaching studies in the College, including existing courses, research, and the planning of new courses.

The College teaches B.Ed. and P.G.C.E. courses and has an extensive commitment to in-service.

Further particulars may be obtained from the Principal, Westminster College, North Hinkley, Oxford OX2 9AT (Tel. No. 0865 247644), to whom all applications, together with full curriculum vitae and the names, addresses and telephone numbers of three referees, should be sent.
The closing date for receipt of completed applications is 18th February, 1983.

Athrofa Gogledd-dd Cymru The North Wales Institute of higher education

CEFN ROAD, WREXHAM, CLWYD SCHOOL OF EDUCATION: Continuing Education

SENIOR LECTURER IN HEALTH STUDIES (£10,173-£11,984 (bar) - £12,816)

Candidates must hold the dual qualification of District Nurse and Health Visitor Tutor. Teaching duties will principally be concerned with District Nurse and Health Visitor courses. Starting date 1st March, 1983.

Informal enquiries are welcome, please contact Miss Jean Rowan - 0978-359221.

TUTOR IN TECHNICAL TEACHER EDUCATION (£10,173-£11,984 (bar) - £12,816)

(Two year fixed term contract - with effect from 1.8.83)

Now vacant, as a result of re-organisation of technical teacher training in the North East Wales Institute. The post is a full-time appointment in technical teacher education and the person appointed will relate to the Head of Continuing Education.

DEESIDE, CLWYD

HEAD OF SCHOOL OF MANAGEMENT, BUSINESS & TRADE UNION STUDIES (Grade IV) (£13,491-£16,117)

Available from 1st May 1983. Applicants should be professionally qualified and have had managerial and teaching experience at appropriate levels.

Further details and application forms for the above posts, available from the Institute Registrar, The North East Wales Institute, Deeside, Clwyd. Tel: Deeside 817631, Ext. 271. Closing date 18th February 1983.

MINISTRY OF DEFENCE

Part-time Music Tutor (Brass), Junior Leaders Regiment RAC Bovington, Dorset

Applicants are invited from suitably qualified persons to fill the post as soon as possible.

Candidates should have the following qualifications: A Performers Diploma of one of the recognized Colleges of Music or to be a graduate of the Royal Military School of Music or to be a graduate of one of the following: St. John's, Trombone, Euphonium, Tuba; and to be able to instruct on the remainder up to Associated Board of the Royal Schools of Music Grade VII standard.

The successful candidate will be required to work 30 hours per week, i.e. 6 hours per day, 5 days per week.

Superannuation, annual leave and sick leave under Civil Servant conditions and the successful candidate will be granted established civil servant status.

Requests for application forms and further information may be obtained from the Ministry of Defence, (Catering) Room 309, Lagoon House, Theobalds Road, London WC1N 3BT, quoting reference AW/1804.

Closing date 28 February 1983.

MIDDLESEX HARROW COLLEGE OF HIGHER EDUCATION

LECTURER IN ELECTRONIC ENGINEERING

Applications are invited from suitably qualified candidates for the post of LECTURER in ELECTRONIC ENGINEERING. The successful candidate will be required to work 30 hours per week, i.e. 6 hours per day, 5 days per week.

Superannuation, annual leave and sick leave under Civil Servant conditions and the successful candidate will be granted established civil servant status.

Requests for application forms and further information may be obtained from the Ministry of Defence, (Catering) Room 309, Lagoon House, Theobalds Road, London WC1N 3BT, quoting reference AW/1804.

Closing date 28 February 1983.

THE TIMES EDUCATIONAL SUPPLEMENT 4.2.83

Adult Education

LONDON

Inner London Education AUTHORITY

ADULT EDUCATION

LECTURER IN ADULT EDUCATION

Applications are invited from suitably qualified candidates for the post of LECTURER in ADULT EDUCATION. The successful candidate will be required to work 30 hours per week, i.e. 6 hours per day, 5 days per week.

Superannuation, annual leave and sick leave under Civil Servant conditions and the successful candidate will be granted established civil servant status.

Requests for application forms and further information may be obtained from the Ministry of Defence, (Catering) Room 309, Lagoon House, Theobalds Road, London WC1N 3BT, quoting reference AW/1804.

Closing date 28 February 1983.

Further details and application forms obtainable from the Director at the above address.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at the above address.
Closing date: 21st February, 1983.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491-£16,117 per annum, plus £948 per annum allowance.
Further details and application forms obtainable from the Director at

YOUTH & COMMUNITY

DORSET

COUNTY YOUTH SERVICE
Dorset Youth Club
Bournemouth
LEADER/IN-CHARGE FULL-TIME
Salary: £12,500 - £15,000
Applications are invited from suitably qualified and experienced persons for the above post. The Dorset Youth Club is situated on the campus of the Dorset College of Art and Design, Bournemouth. The successful applicant will be responsible for the day-to-day running of the club, which is open to all young people in the area. The club is a voluntary organisation and the successful applicant will be expected to contribute to the running of the club. The successful applicant will be responsible for the day-to-day running of the club, which is open to all young people in the area. The club is a voluntary organisation and the successful applicant will be expected to contribute to the running of the club.

LONDON

LONDON FEDERATION

SENIOR TRAINING

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

OFFICER

HAMPSHIRE

DEPUTY GENERAL

SECRETARY

YOUTH

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

WORKER

KENT

SEVENOAKS SCHOOL

DIRECTOR OF COMMUNITY

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

LEEDS

CITY COUNCIL

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION

1000

**Properties
for Sale
& Wanted**

DEVON
S.W. England, Ind. School.
Established over 50 years, 60
pupils at present, £75,000.
Fully equipped. Attractive
property with playing fields
(16724) \$40000

NORFOLK COAST. Delightful
period houses in grounds and
walled garden of about

Please deliver a copy of The Times Educational Supplement
to me every Friday until further notice.

Name _____

Address _____

Signature _____ Date _____

